



'The one who gets wisdom loves life.' Proverbs 19:8

Starling Class Autumn Term
Medium Term Plan

Subject:	Autumn 1	Key focus and main outcomes:		Autumn 2	Key focus and main outcomes:
English: Writing	Texts: Here We Are by Oliver Jeffers The Island by Armin Greder	Non-Fiction: - Information leaflet. Fiction: - Narrative sequel		Texts: Percy Jackson by Rick Riordan The Man who walked between the towers by Mordicai Gerstein	Fiction: - Own version narrative Non-Fiction: - Biography
English: Grammar and punctuation skills		- Hyphens - Brackets, dashes or commas for parenthesis - Semi-colons, colons or dashes to mark boundaries between independent clauses - Colons to introduce lists - Bullet points - Modal verbs - Active voice - Passive voice - Subjunctive - Present perfect tense - Conjunctions to compare and contrast - Abstract nouns - Adjectives - Prepositional phrases - Direct speech - Fronted adverbials - Past tense			- Adverbial phrases - Modal verbs - Cohesion - Adverbials of time, place and manner - Conjunctions - Contractions - Colons - Direct speech - Hyphens - Commas - Expanded noun phrases - Prepositional phrases - Relative clauses - Multi-clause sentences - Figurative language - Subheadings - Paragraphs - Present perfect tense



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Maths	Number	- Place value - Addition and subtraction - Multiplication and Division		Number	- Fractions - Multiplication and division
History	Why does war affect children's lives? WWII in Somerset/local study from child's perspective	- Who were the children of WWII and when did they live? - How did children's lives change during WWII? - How were children's experiences of war different depending on where they lived? - Why were children evacuated and what happened as a result? - Why do we still remember the experiences of children in WWII? - How do we know what life was like for children during WWII?		Geography focus	Geography focus
Geography	History Focus	History Focus		Why is it so important to look after our world? Uk energy sources/ renewable vs fossil fuels.	- Where are the UK's energy sources located and how do they compare in scale? - How has energy use changed over time? - How do energy systems work? - How do people and energy systems affect each other? - What can we learn from our local environment?
Art	DT focus	DT focus		Drawing: I need space	- Use various types of lines to emphasise emotion or draw attention. - Describe how artists have shown emotion.



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					• Use colour and line to convey emotion or movement in their sketch. • Design a print, considering the composition carefully. Use a combination of marks to create tone and depth. • Describe how artists use tone to show depth in their artwork. • Create an effective printing plate.
DT	Electrical systems: Doodlers	• Understand how motors are used in electrical products. • Investigate an existing product to determine the factors that affect the product's form and function. • Apply the findings from research to develop a unique product. • Develop a DIY kit for another individual to assemble their product.		Art focus	Art focus
Science	Living Things and their Habitats (Y5)	• Describe the lifecycle of a plant and investigate 'What is sexual reproduction in plants?' • Describe and compare the lifecycles of: ○ Mammals ○ Amphibians ○ Insects ○ Birds • Investigate 'Can plants reproduce without seeds?'		Electricity (Y6)	• Know the symbols and the conventions that are used to represent the components. • Know how to organise a working electric circuit and how to draw a circuit diagram using them. • Know the brightness of a bulb (or the volume of a buzzer) is associated with the number and voltage of cells used in the circuit. • Know that different things can affect how components behave in a circuit. • Know how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.



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					• Know how to use recognised symbols when representing a simple circuit in a diagram. • Know how electrical components interrelate and use this knowledge to make a working device. To continue into Spring 1
PSHE	Me and My Relationships	• Describe and implement the skills needed to work collaboratively. • Recognise some of the challenges that arise from friendships; and some strategies for dealing with such challenges • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; and know that some inappropriate touch is also illegal.		Valuing Difference	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. • Know that all people are unique but that we have far more in common with each other than what is different about us. • Consider how a bystander can respond to someone being rude, offensive or bullying someone else. • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Describe the benefits of living in a diverse society; and explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Describe qualities of a strong, positive friendship • Recognise how the media can sometimes reinforce gender stereotypes • Recognise that people fall into a wide range of what is seen as normal • Challenge stereotypical gender portrayals of people.
Music	Songs of WW2	• Use musical and comparative language in discussion. • Follow the melody line.		Film Music	• Identify how different styles of music contribute to the feel of a film. • Use the terms 'major' and 'minor'.



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		- Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. - Sing the correct words at the correct time. - Recall the counter-melody line.			- Identify different instruments to describe how music evokes different emotions. - Identify pitch, tempo and dynamics, and use these to explain and justify their answers. - Give reasonable and thought-out suggestions for what different graphic scores represent. - Use their body, voice and instruments to create sounds to represent a given theme. - Create a musical score to represent a composition. - Interpret their graphic score and performing their composition appropriately with their group. - Create sounds that relate to the scene of a film.
RE	Islam How do Muslims worship?	- Recap on what Islam beliefs and practices - Explore what the beginning of the Qur'an teaches about Allah - Explore how and why prayer is so important to Muslims - Learn about the mosque as a special place for Muslims - Learn how important festivals like Ramadan are part of a Muslim's worship		Christianity	Incarnation - Was Jesus the Messiah? - Explain the place of Incarnation and Messiah within the 'big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. - Consider how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
MFL - French	Portraits-describing in French	- Making sure adjectives agree - Simple descriptions		Clothes-getting dressed in French	- Clothes in French - Clothes and colours in French



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		• Describing people • Describing personality traits • Writing portraits of friends			• Where do adjectives go in French? • A French clothes catalogue • Describe outfits using correct adjectives
Computing	Computing systems and networks - systems and searching	• Understand that computers can be connected together to form systems. • Recognise the role of computer systems in our lives. • Identify how to use a search engine. • Describe how search engines select results. • Explain how search results are ranked. • Recognise why the order of results is important, and to whom.		Creating media - Video production	• Explain what makes a video effective. • Use a digital device to record video. • Capture video using a range of techniques • Create a storyboard. • Identify that video can be improved through reshooting and editing. • Consider the impact of the choices made when making and sharing a video.