



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

Starling Class Summer Term
Medium Term Plan

Subject:	Summer 1	Key focus and main outcomes:		Summer 2	Key focus and main outcomes:
English: Writing	Texts: Curiosity by Markus Motum Firebird by Saviour Pirotta	Non-Fiction: <ul style="list-style-type: none"> • Expanded explanation Fiction: <ul style="list-style-type: none"> • Fairytale narrative 		Texts: High Rise Mystery by Sharna Jackson Anne Frank by Josephine Poole	Fiction: <ul style="list-style-type: none"> • Extended Narrative Non-Fiction: <ul style="list-style-type: none"> • Newspaper
English: Grammar and punctuation skills		<ul style="list-style-type: none"> • differences in formality of language • rules for using suffixes • modal verbs • multi-clause sentences • relative clauses • adverbial phrases • sentence order • passive voice • expanded noun phrase • commas for clauses • use of single dash • progressive verb forms • adverbials for cohesion • synonyms / antonyms • noun phrases expanded with prepositions • subjunctive form • subordinating conjunctions • commas after fronted adverbials • past perfect tense • tense choice and pronouns for cohesion 			<ul style="list-style-type: none"> • Technical vocabulary • Figurative language • Modal verbs • Conjunctions • Passive voice • Commands • Adverbial phrases • Relative clauses • Subjunctive form • Fronted adverbials • Parenthesis punctuation • Dialogue punctuation • Short sentences • Tense choice for cohesion • Formal/informal speech vocabulary • Idioms • Using a range of sentence types • Expanded noun phrases • Commas for clarity • Use of single dash • Adverbials to link ideas



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Maths	Number Geometry	<ul style="list-style-type: none"> • Ratio • Algebra • Shape 		Geometry Number Measure	<ul style="list-style-type: none"> • Position and Direction • Statistics • Converting units
History	History Focus	History Focus		<p>Why has entertainment always been so important?</p> <p>Changes in Music and technology from 1950 - 2025</p>	<ul style="list-style-type: none"> •
Geography	<p>Why do Biomes vary?</p> <p>Compare North American states Utah and California</p>	<ul style="list-style-type: none"> • Where are Utah and California, and how does their location influence their biomes? • How do the climates and landscapes in Utah and California differ? • What Earth systems cause the biomes of California and Utah to be different? 		Geography focus	Geography focus
Art	DT focus	DT focus		Drawing: Expressing Ideas	<ul style="list-style-type: none"> • To explore how street artists use art to convey messages and provoke thought. • To understand and apply one point perspective in a drawing inspired by street art. • To understand and use scale and proportion effectively in drawings. • To design a street art-inspired piece using a brief.



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				<ul style="list-style-type: none"> To create a street-art inspired piece that conveys a message using perspective, scale and proportion. To evaluate creative work by exploring meaning and message.
DT	Cooking and Nutrition: Developing a recipe	<ul style="list-style-type: none"> Understand how ingredients are produced (or reared). Explore how recipes can be adapted to suit nutritional needs and dietary requirements. Understand that nutritional information is found on food packaging. Identify how coloured chopping boards can prevent cross-contamination. Understand that food packaging serves many purposes. To follow and make an adapted recipe. 	Art focus	Art focus
Science	Light (Y6)	<ul style="list-style-type: none"> How does light travel? Is a shadow always the same shape as the object that casts it? How does a mirror reflect light? What is refraction and why is it a phenomenon? What colour is light? Is this a phenomenon? 	Living things and their habitats (Y6)	<ul style="list-style-type: none"> Is the classification of animals helpful? Are there many similarities between animals in the local area? How can plants be classified? Is there a link between plant groups and the environment they grow in? Do microorganisms matter?
PSHE	Being my best	<ul style="list-style-type: none"> To identify aspirational goals and know the actions needed to set and achieve these. 	Growing and Changing	<ul style="list-style-type: none"> To recognise that photos can be changed to match society's view of perfect; identify qualities that people have, as well as their looks and understand the importance of avoiding putting pressure on others to share information and images online.



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		<ul style="list-style-type: none"> • To research and present information on a health and wellbeing issue and make some suggestions to improve the issue. • To understand and explain the outcomes of risk-taking, including emotional risks; and know where to go for advice and support when they feel worried or concerned about something online. • To recognise what risk is; how risks can be reduced; understand risks related to growing up and explain the need to be aware of these in order to help keep themselves safe. • To have an awareness of basic first aid, including Sepsis Awareness. • To explain what the five ways to wellbeing are and describe how they can contribute to a healthy lifestyle. 			<ul style="list-style-type: none"> • To understand the term stereotype, recognising how the media can sometimes reinforce gender stereotypes and challenge stereotypical gender portrayals of people. • Recognise that people fall into a wide range of what is seen as normal. • Understand the risks of sharing images online and how these are hard to control, once shared; and that people can feel pressured to behave in a certain way because of the influence of the peer group. • To recognise some of the changes they have experienced and their emotional responses to those changes; suggest some positive strategies for dealing with change and identify people who can support with a challenging time of change. • To define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. <p>Y6 ONLY</p>
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					<ul style="list-style-type: none"> Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.
Music	Film Music	<ul style="list-style-type: none"> Soundtracks Scenes and Sounds Following the score Composing for film The Soundtrack 			
RE	<p>Creation and science, conflicting or complimentary?</p> <p>CREATION/FALL Christianity</p>	<ul style="list-style-type: none"> What can we find out about the creation story in Genesis 1? What might many Christians see as important in Genesis 1? What relationships do scientists have with religious worldviews? How and why do some Christians see both science and religion as important? What are some different Christian views about the relationship between science and religion? Science and religion: conflicting or complementary? 		<p>What matters most to Humanists and Christians?</p> <p>THEMATIC Christianity Humanism</p>	<ul style="list-style-type: none"> What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them? Who is a Humanist? What codes for living do non-religious people use? Who is a Humanist? What codes for living do non-religious people use? What values matter most to Christians? How does it show? How can our different values be discussed? How do Humanists and Christians know how to act? What do they base their decisions on? What matters most to Humanists and to Christians?
MFL - French				French Weather	<ul style="list-style-type: none"> French weather phrases French weather rap



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					<ul style="list-style-type: none"> • Compass points in French • The temperature in France • What's the weather report?
Computing	Vector drawing	<ul style="list-style-type: none"> • Identify that drawing tools can be used to produce different outcomes. • Create a vector drawing by combining shapes. • Use tools to achieve a desired effect. • Recognise that vector drawings consist of layers. • Group objects to make them easier to work with. 		Selection in quizzes	<ul style="list-style-type: none"> • Explain how selection is used in computer programs. • Understand that a conditional statement connects a condition to an outcome. • Explain how selection directs the flow of a program. • Design a program that uses selection. • Create a program that uses selection. • Evaluate my program.