

## Medium Term Plan Overview

### Street Detectives - Term 4

	Engage	Develop		Innovate		Express
	Week 1 Wb: 25.02.2019	Week 2 Wb: 4.3.2019	Week 3 Wb: 11.3.2019	Week 4 Wb: 18.3.2019	Week 5 Wb: 25.3.2019	Week 6 Wb: 1.4.2019
<b>Memorable Experience</b>	Walk around the local village Invite a local member of the community in to share how the village has changed over time					
<b>Express Event</b>	Create own village map (model making) Finger Puppet Performance					
<b>Linked Text Love to Read</b>	The Hodgeheg					
<b>Guided Reading Texts</b>	SATs practice (past paper) Fiction: Little Cousin Clare (paper 1)	Book week: Space theme (picture)	SATs practice (past paper) Non Fiction: The Story of your Food (paper 1)	SATs practice (past paper) Non - fiction: Games from around the world (paper 2)	SATs practice (past paper) Poetry: Cobweb morning (paper 2)	SATs practice (past paper) Fiction: A new home (paper 2)
<b>Grammar Focus</b>	Suffixes (plurals)	Suffixes	Adverbs/ ly suffixes	Sentence types: exclamation sentences	Verb tense: expand range of common irregular past tense verbs which can be spoken, read and written e.g. <i>gave, shook, broke, sang, drove, swam</i>	Conjunctions: if, when, but
<b>Sp and Lis</b>	participate in discussions, presentations, performances, role play, improvisations and debates					
<b>Word/ Spelling Focus</b>	Plurals (+ies) <b>Adding -es to nouns and verbs ending in -y</b> <i>flies, tries, replies,</i>	Suffixes: (est) <i>Happiest, saddest, brightest, quickest,</i>	Suffix: ly Quickly, badly, slowly,	Suffix: ment Enjoyment,	Suffix: ful Playful, joyful, hopeful,	Words ending in tion Station, nation, section,

	<i>copies, babies, carries, ladies,</i>					
<b>Writing Focus</b>	Poetry (riddles and rhymes)  Recount of local village visit?	Book Week: Space theme: The Way Back Home by Oliver Jeffers (instructions, spaceship descriptions, poetry)	The Hodgeheg (description, writing in role, direct speech)	The Hodgeheg (Posters/commands, recount)	The Hodgeheg (extended writing: the first crossing)	Life Cycles: Explanation Texts (butterfly life cycle)
<b>Mathematics</b>	White Rose: <b>Statistics</b> interpret and construct simple pictograms, tally charts, block diagrams and simple tables · ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity · ask and answer questions about totalling and comparing categorical data.	White Rose: <b>Properties of Shape</b> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line · identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces · identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	White Rose: <b>Properties of Shape</b> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line · identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces · identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	White Rose: <b>Properties of Shape</b> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line · identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces · identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	White Rose: <b>Fractions</b> recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity · write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	White Rose: <b>Fractions</b> recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity · write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2

<p><b>Geography</b></p>	<p>KWL grid at start of unit</p> <p>Local area visit - how has the local area changed (photos through the years)</p> <p>Discuss the human and physical features of our visit including the different types of houses</p> <p>NC: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Maps of LH-recognisable features, locate symbols on the map (ordinance survey maps?)</p> <p>NC: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Aerial images - make comparisons with the past and now. What do children</p> <p>NC: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Make a map of a familiar route, remembering features and signs passed along the way. Draw own map, test out with a family member for homework</p> <p>NC: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Changes to the local area to make improvements</p> <p>NC: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Review of the Unit (KWL grid)</p> <p>Answer the questions we wanted to know at the start of the unit. Present as information booklet: A guide to Lower Halstow</p>
<p><b>History</b></p>						
<p><b>Science</b></p>	<p>Living things and their habitats:</p> <p>To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>Living things and their habitats:</p> <p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>Living things and their habitats:</p> <p>Life cycles (linked to the visiting chicks)</p>	<p>Living things and their habitats:</p> <p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>Living things and their habitats:</p> <p>To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>(Hedgehogs in a food chain?)</p>	<p>Living things and their habitats:</p> <p>To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>

<b>Art &amp; Design</b>	Observational drawings of the local area / school					
<b>Design &amp; Tech</b>	Make space ships for World Book Week	Design, Make and Evaluate Mini models of buildings from the local area (clay? Junk modelling?) - for express event			Hedgehog Finger puppets (felt?)	
<b>Computing</b>	Questioning (Science Linked) Typing Skills					
<b>RE</b>	Gospel: Why is Easter important to Christians?					
<b>Music</b>	Music Express Unit - Our Land / Water					
<b>PE</b>	Multi-skills Dance					
<b>PSHE</b>	Healthy Me					
<b>Trips/outdo or learning/ visitors</b>	Engage Event	7.3.2019: World Book day	11.3.2019: Assessment Week (including reading levels)	18.3.19 Jungle Book Performance		
<b>Parental Link</b>		20.3.2019: Parent Drop in session				