# Samphire Class Medium Term Planning. Summer 2

## Anchored in the community; a place to belong, a world to explore. Value: Aspiration

| Subject | Objectives Covered |
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| English | **King Kong.**<br>• I can convert nouns or adjectives into verbs using suffixes<br>• I can develop my understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative/pronoun<br>• I can develop my understanding of expanded noun phrases to convey complicated information concisely<br>• I can indicate degrees of possibility using modal verbs<br>• I can develop my understanding in using devices to build cohesion within a paragraph<br>• I can use commas for clarity and to avoid ambiguity<br>• I can use a comma after the reporting clause and use of end punctuation within inverted commas (Y4)<br>• I can indicate parenthesis using brackets. |
| Outcomes | I can write a dilemma narrative and a balanced argument. |
| Guided Reading | **Overheard in a Tower Block**<br>**Theme:**<br>Coming of age/friendship/courage/self discovery/navigating challenges of adolescence.<br><br>• I can give/explain the meanings of words in context.<br>• I can retrieve and record information/identify key details from fiction and non-fiction.<br>• I can summarise the main ideas from the text/explain and justify with evidence from the text.<br>• I can predict what might happen from the details stated and implied. |

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| | • I can identify and explain how the meaning is enhanced through the choice of words and phrases.<br>• I can make comparisons within the text. |
| Maths | **Measures;**<br>• I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)<br>• I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints<br>• I can convert between units of time.<br>• I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling.<br>• I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres<br>• I can calculate and compare the area of rectangles (including squares) using standard units, square centimetres ($cm^2$) and square metres ($m^2$) and estimate the area of irregular shapes<br>• Estimate and calculate volume [for example, using 1 $cm^3$ blocks to build cuboids(including cubes)] and capacity[for example, using water ]<br>• I can solve problems involving the above<br><br>**Multiplication and Division.**<br>• I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes<br>• I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign<br>• I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known or related fact, calculate mentally, use a jotting, written method)<br>• I can use partitioning to double or halve any number, including decimals to two decimal places<br>• I can use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy<br>• I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |

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| Science | **Forces**<br>• I can compare and measure the effects of friction, air resistance, and water resistance.<br>• I can design fair tests and conduct experiments using simple equipment (e.g. ramps, toy cars, parachutes).<br>• I can use scientific language to describe how forces affect motion.<br>• I can record findings using tables, charts, and diagrams.<br>• I can evaluate mechanisms and explore how they are used in everyday life (e.g. seesaws, bike gears, cranes). |
| Outcome | I can design and create a parachute and test it. |
| Personal Social Emotional | **Living in the wider world**<br>**What jobs would we like?**<br>• I can reflect on personal strengths, interests, and ambitions.<br>• I can research and explore different careers.<br>• I can challenge stereotypes and develop inclusive thinking.<br>• I can recognise the link between education and future opportunities.<br>• I can setting goals and building aspiration |
| Outcome | I can design a 'future me' presentation. |
| History | **Ancient Egypt**<br>• I can place Ancient Egypt in a historical timeline relative to other civilizations.<br>• I can ask questions about the past using different sources (artefacts, texts, images).<br>• I can interpret historical evidence to understand Ancient Egyptian life.<br>I can recognise similarities and differences between Ancient Egyptian society and others (e.g., Romans, Greeks, modern).<br>• I can present findings in different forms (writing, drama, presentations). |
| Outcome | • I can write an information plaque - about one of the exhibits I saw at the museum. |

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| Art | **Egyptian masks.**<br><br>• I can research and record ideas about Egyptian art using sketchbooks (drawing, note-taking, mood boards).<br>• I can plan and design an Egyptian-style mask showing understanding of symmetry, symbolism, and pattern.<br>• I can construct a 3D mask using papier-mâché, card, or Modroc – shaping, joining, and strengthening structures.<br>• I can decorate the mask with paint and embellishments, using colour and pattern to represent symbolic meaning.<br>• I can evaluate and refine their work and others', using artistic vocabulary to discuss form, texture, and symbolism |
| Outcome | I can produce a finished 3D Egyptian-style mask that demonstrates understanding of symmetry, symbolism, materials, and craftsmanship. |
| Music | **Music partnership-flutes and recorders**<br><br>.<br>• I can play a simple tune on a flute or recorder with the correct notes and rhythm.<br>• I can listen carefully and join in with others to play the same tune together.<br>• I can follow a leader or conductor to start and stop my playing at the right time.<br>• I can perform a tune in front of an audience with confidence.<br>• I can show that I can work as part of a group to make the music sound good together |
| Outcome | I can perform in a concert alongside other musicians. |

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| R.E. | **Does religion bring peace, conflict or both?**<br>***Christianity/Islam/Judaism***<br><br>• I can understand peace-related verses and principles from religious texts (e.g., the Bible, Qur'an, Torah).<br>• I can explore examples of both peacebuilding and conflict involving religion.<br>• I can consider multiple perspectives on the role of religion in society.<br>• I can respectfully discuss sensitive issues and differing views.<br>• I can recognise how religious values influence real-life decisions and actions. |
| Outcome | I can give my opinion in a debate. |
| Computing | **Selection in quizzes.**<br><br>• I can write programs with selection statements to check answers.<br>• I can create quizzes with different paths or feedback depending on user input.<br>• I can test and debug quiz logic to make sure it works correctly.<br>• I can use variables to keep track of scores or user progress.<br>• I can explain how selection controls the flow of the quiz |
| PE | **Cricket**<br><br>• I can develop throwing and catching skills and apply them relevantly to the situation.<br>• I can develop bowling accuracy and perform the skill within the rules of the game<br>• I can develop batting skills, identify when I am successful and what I need to do to improve.<br>• I can develop fielding techniques and begin to use these under some pressure<br>• I can understand the need for tactics and identify when to use them.<br>**Athletics**<br><br>• I can understand pace and apply different speeds over varying distances |

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| | • I can develop fluency and co-ordination when running for speed.<br>• I can develop technique in relay changeovers<br>• I can build momentum and power in the triple jump<br>• I can develop throwing with force for longer distances |
| outcome | To participate in sportsday as part of a team. |
| Spanish | **Tell me when.**<br><br>• I can say and order the days of the week;<br>• I can say and order the months of the year;<br>• I can count up to 31;<br>• I can say my own birthday.<br>• I can ask other people for their birthday. |
| Outcome | I can take part in a question and answer session about our birthdays. |
| **Links to: anchored in the community, setting sail for success** | |
| **Community reader.**<br>**Visit to Norwich castle-Ancient Egypt theme.**<br>**Community poetry competition.**<br>**Science workshop day.**<br>**Sportsday** | |