

## Deer Class Medium Term Planning: Term 1 2023-24

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Whole Class Reads</b>	<b>Windrush Child</b>						
<b>Write Stuff</b>	<b>The Firework-Maker's Daughter</b> by Philip Pullman	<b>The Firework-Maker's Daughter</b> by Philip Pullman	<b>The Firework-Maker's Daughter</b> by Philip Pullman	<b>Thornhill</b> by Pam Smy	<b>Thornhill</b> by Pam Smy	<b>Thornhill</b> by Pam Smy	<b>Thornhill</b> by Pam Smy
<b>History</b> <b>The Battle of Britain</b>	<b>Main events and where they fit in</b> To know the key events of WWII and where TBOB sits on the timeline. To understand that this was a crucial turning point in British History.	<b>Power</b> Why did TBOB occur and who was involved in it?	<b>Conflict</b> What happened during TBOB? What specific attacks and targets were there? The numbers/stats involved...weapons /planes/bombs/ser vicemen	<b>Society</b> How did the UK and Nazi Germany react to TBOB, during and after? Use of newspaper headlines/radio reports/propaganda.	<b>Evidence and artefacts</b> What can we learn from primary sources from the time?	<b>Significance and legacy</b> Why was TBOB important for WWII? What was the impact on the war and the UK's future?	<b>POP Task</b>
<b>Science</b> <b>Living things</b> <b>Classifying big and small</b>	<b>Carl Linnaeus and classification</b> To explain how organisms are classified using the Linnaean system.	<b>Cold-blooded vertebrates</b> To classify the cold-blooded vertebrate groups using their common characteristics	<b>Warm-blooded vertebrates</b> To classify the warm-blooded vertebrate groups using their common characteristics	<b>Invertebrates</b> To classify invertebrates.	<b>Plants</b> To describe how the plant kingdom is organised (based on shared characteristics)  Working scientifically: To produce a working classification key.	<b>Micro organisms</b> To describe and classify micro organisms.	<b>POP Task</b>
<b>Art</b> <b>Photo opportunity</b>	<b>Photo Montage</b>	<b>Macro Photography</b>	<b>Digital Art</b>	<b>Recreating paintings</b>	<b>Photo realistic self-portraits</b>	<b>POP Task</b>	
<b>Music</b> <b>Happy</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>	<b>POP task</b>
<b>RE</b> <b>Agape</b>	In this lesson children will explore the meaning of Agape. They will differentiate between secular	In this lesson pupils will explore the message of the Beatitudes told through the Bible	Pupils will learn about The Beatitudes within Jesus' sermon on the mount.	Pupils will learn about Jesus' sermon on the mount and what he taught about revenge and reconciliation.	Pupils will learn about the story of the parable of the unforgiving servant and reflect on the need show forgiveness	In this lesson we are asking pupils to explore how the Christian belief of Agape are reflected in the	<b>POP Task</b>

	love and the unconditional, selfless love as demonstrated by Jesus.				to others.	words and example of Jesus and put into practice by Christians in the present day.	
<b>Computing</b> <b>Computing systems and networks – Communication</b>	<b>Internet addresses</b>	<b>Data packets</b>	<b>Working together</b>	<b>Shared working</b>	<b>How we communicate</b>	<b>Communicating responsibly</b>	<b>POP Task</b>
<b>PE</b>	<b>Football</b> To dribble a ball under pressure maintaining possession.  <b>Dance</b> <b>THEME: Stamp, Clap</b> To copy and repeat a dance phrase showing confidence in movements.	<b>Football</b> To develop dribbling to maintain possess  <b>Dance</b> <b>THEME: Stamp, Clap</b> To work with others to explore and develop the dance idea.ion.	<b>Football</b> To choose when to pass and when to dribble.  <b>Dance</b> <b>THEME: Stamp, Clap</b> To use changes in dynamics in response to the stimulus.	<b>Football</b> To move into space to support a teammate.  <b>Dance</b> <b>THEME: Bhangra</b> To demonstrate a sense of rhythm and energy when performing bhangra style motifs.	<b>Football</b> To develop defending skills to gain possession.  <b>Dance</b> <b>THEME: Bhangra</b> To perform a bhangra dance, showing an awareness of timing, formations and direction.	<b>Football</b> To apply rules, skills and principles to play in a tournament.  <b>Dance</b> <b>THEME: Bhangra</b> To select, order, structure and perform movements in a bhangra style, showing various group formations.	<b>POP Task</b>
<b>PSHE</b> <b>Being Me in My World</b>	<b>My Year Ahead</b>	<b>Being a Global Citizen</b>	<b>Being a Global Citizen</b>	<b>The Learning Charter</b>	<b>Our Learning Charter</b>	<b>Owning our Learning Charter</b>	
<b>French</b> <b>Let's Visit a French Town</b>	<b>Who Lives Where?</b> I can show how verbs change depending on the subject. I can join in a song with familiar structures.	<b>I Go to School to Learn</b> I can explain to someone why I do something.	<b>Where Is the Library?</b> I can locate new vocabulary in a bilingual dictionary. I can describe the position of places in French towns.	<b>Maths</b> I can use French terms for mathematical activities.	<b>Welcome to My Home!</b> I can follow and respond to an audio presentation.	<b>Ordinal Numbers</b> I can identify and apply spelling patterns.	<b>POP Task</b>