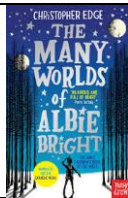
 Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i>		TLC Text: The Many World of Albie Bright				TLC Hook: Mobile Planetarium	
Year Group: 5	Term: Summer 1						
Summer Half Term 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Half Term	Week 6
English	To revise differences between literal and inferred To be able to support inferences using evidence from the text To build basic understanding of Characters and plot	To be able to express character emotions and motivation To edit, redraft and revise work to create a better effect. To comment, assess and analyse work making appropriate comments	To begin to understand Schrodinger’s theory To use QBT in TLC book as part of an explanation To identify Key sentence, word and presentation features of explanatory texts. To use relative clauses and parenthesis to enhance a report.	To annotate a Wagoll To identify the present perfect verb form. To innovate and plan an independent piece of writing To create explanation text in Big Write	To identify & understand vocabulary such as plot, sub-plot, theme, plotline and story arc To see how small changes give opportunities to writer To understand writer’s (TLC) choices and effects on plot.		To create shared success criteria. To contribute to whole class shared writing To create a plot map To understand how plot devices can be used to create cohesion To individually produce a fictional narrative that moves the plot forward.
Grammar & Punctuation	To use commas to clarify meaning or avoid ambiguity in writing	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	To use brackets, dashes or commas to indicate parenthesis	To use a wide range of devices to build cohesion within and across paragraphs	To use further organisational and presentational devices to structure text and to guide the reader		To use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To proofread for spelling and punctuation errors
Spelling	To revise Strategies for learning words: using a range of strategies develop dictionary embarrass exaggerate excellent frequent frequency confident confidential confidence	To teach strategies at the point of writing: using etymological/ morphological strategies for spelling immediate programme signature sincerely official special artificial partial confidential essential	To teach and practise: Homophones (cereal/ serial, father/farther, guessed/guest, morning/ mourning, who’s/whose) weary wary steel steal stationary stationery profit prophet principle principal	To learn Strategies for learning words: words from statutory spelling lists occupy occur opportunity persuade privilege dependable comfortable understandable reasonable changeable	To teach and practise: Proofreading for words on statutory list forty frequently harass individual necessary noticeable forcible legible incredibly consideration		To teach and practise related core words and suffixes in spelling referring referred referral preferring preferred transferring transferred reference referee preference
Maths Shape	To know angles are measured in degrees: estimate and compare	To draw given angles and measure them in degrees (°).	To Identify: angles at a point and 1 whole turn (total 360°); angles at a	To Identify, describe and represent the position of a shape following a reflection or translation, using the	To Identify, describe and represent the position of a shape following a reflection		To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Positions & Direction Decimals	<p>acute, obtuse and reflex angles.</p> <p>To draw given angles and measure them in degrees (°).</p>	<p>To identify angles at a point and 1 whole turn (total 360°).</p>	<p>point on a straight line and half a turn (total 180°).</p> <p>To use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>appropriate language, and know that the shape has not changed.</p>	<p>or translation, using the appropriate language, and know that the shape has not changed.</p>		<p>To solve problems involving number up to 3 decimal places.</p>
Science Earth and Space	<p>To understand the relative sizes of the Earth, moon and sun using scale models.</p> <p>To describe the movement of the Earth and other planets relative to the Sun in the solar system.</p> <p>To describe the movement of the Moon relative to the Earth.</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>To understand that the Earth rotates to create night and day.</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>To understand that the Moon orbits the Earth and rotates on its axis, the Moon has phases and appears to change shape.</p> <p>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>To describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>To understand that the Earth orbits the sun once a year creating the four seasons.</p>		<p>TAPS Assessment</p>
Art	<p>To be familiar with phases of the moon and sequence.</p> <p>To be familiar with vocabulary of crater, impact, debris, scape, sea (relating to the Moon), trough, valley.</p> <p>To have studied moonscapes.</p> <p>To use sketch books to experiment with best method.</p>	<p>To experiment with medium of chalk.</p> <p>To develop knowledge of contrast, tone, shade, light, texture and stroke.</p> <p>To use highlighting, blending, rubbing, smudging & damping to create effects.</p>	<p>To analyse and discuss their own work.</p> <p>To appreciate and discuss the work of other artists with their peers.</p> <p>To create a piece in the style of Van Gough's 'Starry Night' using pastel.</p>	<p><i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i></p>			
Music Balinese music	<p>To understand Gamelan music and the history.</p> <p>To begin to create rhythms inspired by Gamelan.</p> <p>To use a range of instruments.</p>	<p>To explore another form of Balinese music, the KECAK chant.</p> <p>To understand the creation of an interlocking chant.</p>	<p>To make connections between kecak and belenganjur</p> <p>To understand how to connect a range of Balinese and Gamelan sounds.</p> <p>To use simple notation.</p>	<p>To understand ternary form (ABA)</p> <p>To understand a pentatonic scale.</p>	<p>To understand and explain the vocabulary terms tempo and dynamics.</p> <p>To use contrasting tempo and dynamics when playing.</p>		<p>To explain how ternary form the structure of Ravel's and their own composition is.</p> <p>To discuss how their composition has been formed.</p>

MFL (French) <i>Les Jeux Olympiques</i>	To learn how to decode and breakdown longer texts in the foreign language using language learning strategies such as looking for cognates.	To decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.	To recognise, recall and spell 10 different sports in the Olympic games with their definite articles/determiners in the foreign language.	To integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'faire' To be able to say which sports they do in the foreign language.	To learn how to describe what sports different Olympians do in the foreign language, along with their sporting titles.		To revise and consolidate all language covered in the unit and complete the end of unit assessment.
Outdoor P.E. <i>Tennis</i>	To return the ball using a forehand groundstroke under pressure.	To return the ball using a backhand groundstroke under pressure.	To use a variety of shots to keep a continuous rally going.	To develop the underarm serve and understand the rules of serving.	To develop the volley and understand when to use it.		To apply rules, skills and principles to play against an opponent.
Indoor P.E. <i>Gymnastics</i>	To perform symmetrical and asymmetrical balances	To perform interesting symmetrical and asymmetrical balances using apparatus.	To develop the straight, forward, straddle and backward roll.	To develop the straight, forward, straddle and backwards roll into a sequence.	To explore different travelling actions using both canon and synchronisation		To explore different methods of travelling, linking actions in both canon and synchronisation.
R.E. Why are some places in the world significant to believers?	To consider whether height can make a place significant by exploring how some people understand and use mountains.	To identify the importance of Jerusalem to some Jewish, Christian and Muslim people.	To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.	To investigate the significance of the River Ganges for religious and non-religious people.	To find out about beliefs by investigating relics.		To evaluate who should have access to significant places.
Computing <i>We are Adventurer Gamers</i>	To plan an interactive adventure game	To write descriptions for their game	To source images for their game	To create links between slides	To add audio narration to their game		To test one another's games and give feedback
Life Skills (PSHE & RSHE) <i>Economic wellbeing</i>	To prioritise needs over wants.	To create a weekly budget.	To identify the significance of borrowing and loaning money.	To examine the risks associated with handling money online.	To identify and challenge stereotyping in the workplace.		To explore how personal interests and skills align with different careers.

*We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.
Therefore, here are some supplementary texts they may enjoy alongside!*

Supplementary Texts	Same Author: Christopher Edge	Readers also liked...	Non-Fiction
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<p>Dear Earth by Isobel Otter</p>	<p>The Infinite Lives of Maisie Day</p>	<p>The Jamie Drake Equation</p>	<p>Escape Room</p>	<p>Boy in the Tower by Yo HenPolly</p>	<p>Beyond the Sky by Dara O'Briain</p>	<p>Space</p>