
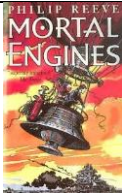
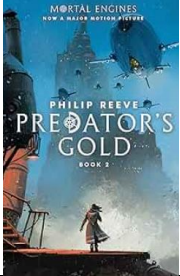
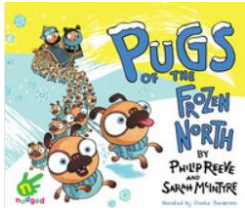
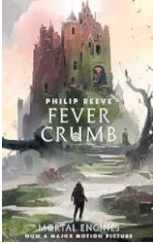
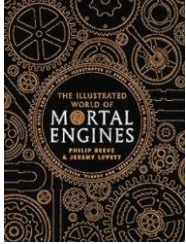
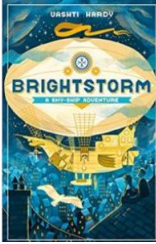
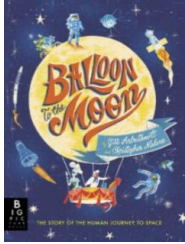
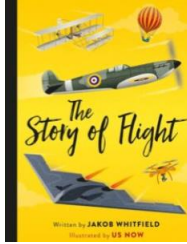


<div></div> <div><b>Hillcrest Primary School</b> <b>Medium Term Plan</b> <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>			<b>TLC Text:</b> Mortal Engines				<b>TLC Hook: N/A - continuation of book due to SATs</b>	
<b>Year Group:</b>		<b>Term: Summer</b>						
<b>Summer Half Term 1</b>								
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Half Term</b>	<b>Week 6</b>	
<b>English</b> <b>Journalistic writing</b> <b>Instructional writing</b>	To retrieve information with speed and stamina. To use formal and informal language appropriately. To identify elements of Y5 /6 grammar. <b>Retrieve and record information about Airhaven.</b>	Use descriptive devices to develop setting.  <b>Describe Airhaven</b>	Use journalistic language, style and devices to write a newspaper article. To use grammar and vocabulary for effect and impact.  <b>Prepare to write a journalistic article.</b>	SATs	Use journalistic language, style and devices to write a newspaper article. To use grammar and vocabulary for effect and impact.  <b>Prepare to write a journalistic article.</b>		To begin drafting and writing a set of instructions, using examples as inspiration and models. <b>To write a draft set of instructions about mummifying a tomato.</b>	
<b>Grammar &amp; Punctuation</b>	Ensuring correct subject and verb agreement when using singular and plural.  Learning the grammar for years 5 and 6	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately.  Learning the grammar for years 5 and 6	Learning the grammar for years 5 and 6 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately. To use punctuation correctly to show direct speech.	SATs	To choose grammar and vocabulary for specific purposes Identify and use imperative verbs Use sequencing conjunctions Use adverbs for effect		Identify and use imperative verbs Use sequencing conjunctions Use adverbs for effect	
<b>Spelling</b>	To revise tricky words and spelling patterns.	-ible and –able suffixes. Teach –able used if word can end in –ation. Also used if the whole of the root word can be heard even if it doesn't end in –ation.	tricky words (year 5 /6). Areas of need (include prefixes and suffixes, homophones and near-homophones, silent letters including –c: disciple, scissors)	SATs	Continue to distinguish between homophones and other words which are often confused. Identify words with silent letters.		tious and -cious suffixes * Continue to distinguish between homophones and other words which are often confused. Identify words with silent letters.	
<b>Maths</b> <i>Fractions, Decimal &amp; Percentages</i>  <i>Geometry</i>	The four calculations, fractions General reasoning practise	Geometry, 2d and 3d shape, coordinates, reflection and translation General reasoning practise	Measures, number facts, ratio General reasoning practise	SATs	Use maths objectives to create maths board games. Research		Use maths objectives to create maths board games. Make	
<b>History</b>	To recall the events of the Norfolk bombings on 19 <sup>th</sup> Jan 1915	To retrieve facts from real-life historic sources about WW1.	To write a transcription of the air raid over Norfolk	SATs	To write a transcription of the air raid over Norfolk			
<b>Music</b> <i>Shadows</i>	To clap a steady pulse. To fit two ostinatos together.		To create an extended melody and practise it. To create sound effects to fit with an accompaniment.		To play a full extended melody and accompaniment.			

<b>Outdoor P.E.</b> <i>Cricket</i>	To develop throwing and catching under pressure and apply these to a striking and fielding game.	To develop bowling under pressure whilst abiding by the rules of the game.	To strike a bowled ball with increasing consistency.	To develop fielding techniques and select the appropriate action for the situation.	To understand and apply tactics in a game.		To apply skills and knowledge to compete in a tournament.
<b>Indoor P.E.</b> <i>Badminton</i>	To return the shuttlecock using an underarm clear.	To return the shuttlecock using an overhead clear.	To use a variety of shots to keep a continuous rally going.	To develop the serve and understand the rules of serving.	To employ tactics to play against an opponent and with a partner.		To apply rules, skills and principles to play against an opponent.
<b>R.E.</b>	To consider how people's beliefs influence their response to suffering.	To interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami.	To explore how the Four Noble Truths can help some Buddhists respond to suffering.	SATs	To recognise how the belief in Hukam can help some people in difficult times.		To discuss how some Shinto followers believe suffering can be prevented.
<b>Life Skills</b> <b>(PSHE &amp; RSHE)</b>	To be aware of the importance of looking after ourselves in stressful times. (Well-being, mindfulness and stress lessons in preparation for SATs. )				To understand what factors contribute to identity		To understand that the media manipulates images

*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		Readers also liked...		Non-Fiction	
						
<b>Predator's Gold</b> Philip Reeve	<b>Pugs Of The Frozen North</b>  Philip Reeve and Sarah McIntyre	<b>Fever Crumb</b>  Philip Reeve	<b>The Illustrated World of Mortal Engines</b>  Philip Reeve and Jeremy Levet	<b>Brightstorm</b>  Vashti Hardy	<b>Balloon To The Moon</b>  Gill Arbutthnott and Chris Nielsen	<b>The Story Of Flight</b>  Jakob Whitfield