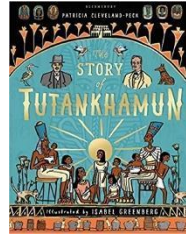
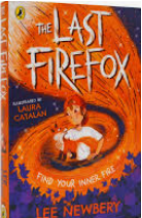




## Medium Term Plan Spring 2 2025

### Maple Class

### Spring 2 – Inventive Egyptians

| Subject   | Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6   |
|---|---|---|--|--|---|--|
| <b>English</b><br>Winning at writing sequences 2 & 3  | Character Development<br>Lessons 1-5  | Character Development<br>Lessons 6-10   | Character Development<br>Lessons 11-12<br><br>Plot Development<br>Lessons 1-3  | Plot Development<br>Lessons 4-8  | Plot Development<br>Lessons 9-12  | <b>The Story of Tutankhamun</b><br><br><br>Book reviews |
| <b>Reading</b><br>Extended reading:<br><br>Teacher read: | Fluency read:<br>The Racehorse Who Wouldn't Gallop<br>(Fred's Teaching)<br><br>Comprehension:<br>Broken Friendship<br>(Ed Shed) | Fluency read:<br>Henry's House Egyptians<br>(Fred's Teaching)<br><br>Comprehension:<br>The Great Pyramid<br>(Ed Shed) | Fluency read:<br>Zennor by Anne Ridler<br>(Fred's Teaching)<br><br>Comprehension:<br>The Star<br>(Twinkl Assessment) | Fluency read:<br>The Fire Makers Daughter<br>(Fred's Teaching)<br><br>Comprehension:<br>The Golden Fleece<br>(Ed Shed) | Fluency read:<br>Tony Robinson<br>Weird World of Wonders Egyptians<br>(Fred's Teaching)<br><br>Comprehension:<br>Tutanka- Whom<br>(Ed Shed) | Fluency read:<br>My Brother is a Super Hero<br>(Fred's Teaching)<br><br>Comprehension:<br>Hansel and Greta<br>(Ed Shed)                    |



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| Subject   | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  |
|---|---|---|---|--|--|---|
| <b>Handwriting</b><br><br>From week 20<br>Letter Join | To copy a simple Rhyme and trace sentences neatly<br><br>To demonstrate an ability of how to find the perimeter of simple 2D shapes<br><br>To use printed letters to label the objects in a garden in English and French<br><br>To name items in the garden in French | To be able to name different quadrilaterals and triangles<br><br>To write the names of different quadrilaterals and triangles<br><br>To neatly trace and copy simple sentences in English and French<br><br>To name kitchen items in French | To name 2D shapes with more than 4 sides<br><br>To name 2D shapes with curved sides<br><br>To write the names of the different shapes correctly<br><br>To neatly trace and copy simple sentences in English and French<br><br>To name objects in a bathroom in French | To recognise and name 3D shapes<br><br>To neatly complete a table with 3D shapes<br><br>To match French words to pictures<br><br>To copy simple sentences in English and French<br><br>To name living room items in French | To recognise and name 3D shapes<br><br>To neatly complete a table with 3D shapes<br><br>To match French words to pictures<br><br>To copy simple sentences in English and French<br><br>To name living room items in French | To be able to use a dictionary or thesaurus correctly<br><br>To be able to use new vocabulary in a sentence<br><br>To copy PANGRAMS neatly<br><br>To write all of the letters of the alphabet correctly |
| <b>Spelling</b>                                       | Words with the /s/ sound spelt with 'sc'  | Words with a 'soft c' spelt with 'ce'   | Words with a 'soft c' spelt with 'ci'   | Word families based on common words,   | Word families based on common words,   | Challenge words   |



## Medium Term Plan Spring 2 2025

### Maple Class

### Spring 2 – Inventive Egyptians

| Subject                                  | Week 1   | Week 2   | Week 3   | Week 4  | Week 5   | Week 6  |
|--|--|--|--|---|--|---|
|  |  |  |  | showing how words are related in form and meaning   | showing how words are related in form and meaning  |   |
| <b>Maths</b><br><br>White Rose Maths Hub | <b>Fractions</b><br><br>Understand the whole<br>Count beyond 1<br>Partition a mixed number<br>Number lines with mixed numbers<br>Compare and order mixed numbers | Understand improper fractions<br>Convert mixed numbers to improper fractions<br>Convert improper fractions to mixed numbers<br>Equivalent fractions on a number line<br>Equivalent fraction families | Add two or more fractions<br>Add fractions and mixed numbers<br>Subtract two fractions<br>Subtract from whole amounts<br>Subtract from mixed numbers | <b>Decimals</b><br><br>Tenths as fractions<br>Tenths as decimals<br>Tenths on a place value chart<br>Tenths on a number line<br>Divide a 1-digit number by 10 | Divide a 2-digit number by 10<br>Hundredths as fractions<br>Hundredths as decimals<br>Hundredths on a place value chart<br>Divide a 1 or 2-digit number by 100 | Consolidate learning objectives taught during Spring 2. |



## Medium Term Plan Spring 2 2025

### Maple Class

#### Spring 2 – Inventive Egyptians

| Subject   | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   |
|---|--|--|--|--|--|--|
| <b>Science</b><br>Living things and their habitats            | Explore different habitats   | Research a habitat<br>Newspaper Report   | Explore how animals can be classified  | Create a classification key  | Adaptations and classification within species                                  | Explore and classify pond plants                             |
| <b>History</b><br>How much did the ancient Egyptians achieve? | To identify reasons why the Ancient Egyptians are considered successful.<br>Why were people able to prosper in the desert land of Ancient Egypt? | To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. | To understand how different groups of people contributed to Ancient Egyptian achievements. | To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids. | To understand Ancient Egyptians beliefs about creation and the afterlife       | To create a non-chronological report about ancient Egyptians |
| <b>Art</b><br>Craft and design:<br>Ancient Egyptian Scrolls   | Exploring ancient Egyptian art   | Designing scrolls  | Making paper   | Scroll making  | Making Zines   |  |
| <b>Computing</b><br>Coding                                    | Scratch reminder<br>To recall the key features of Scratch  | Identifying what code does<br>To understand how a Scratch game works by                                | Introduction to variables<br>To understand what a variable is and how to make one          | Making a variable<br>To understand how to make a variable in Scratch                             | Times table project<br>To use knowledge of how variables work to create a quiz |  |



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### Maple Class

#### Spring 2 – Inventive Egyptians

| Subject   | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  |
|---|---|---|--|---|---|---|
|   |   | using decomposition to identify key features  |  |   |   |   |
| <b>Music</b><br><br>Composition notation<br>(Theme: Ancient Egypt<br>(Y5 unit)) | Here come the Egyptians                                 | Hieroglyphic score  | Play like an Egyptian  | Pitch pyramids  | Egyptian farewell   |   |
| <b>Languages: French</b><br>Where in the world?                                 | The UK  | French speaking countries   | The Equator  | Continents  | Animals   | Which continent are they from?  |
| <b>PE</b><br>OAA (Teacher)<br><br><b>PE</b><br>Football (Premier Sports)        | OAA Lesson 1<br>To solve a problem                      | OAA Lesson 2<br>To recognise compass points.<br>To operate as part of a team to solve a problem.<br>To listen to and give instructions. | OAA Lesson 3<br>To explain what a compass is.<br>To describe how a compass can be used.<br>To use compass points to complete a task. | OAA Lesson 4<br>Perform under time pressures<br>Refine answers from clues<br>Work independently from the teacher. | OAA Lesson 5<br>Use a map to follow a course.<br>Work cooperatively with a partner.<br>Evaluate their success | OAA Lesson 6<br>Recognise common map symbols<br>Remember and recall map symbols |
|   | To work collaboratively to work towards and score goals | To move to stay with an attacking player  | To practise defense tackling   | To use dribbling to progress forward  | To pass the ball to players over distance   | To implement skills learnt over the lessons to play games                       |



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| Subject  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6   |
|--|---|---|---|--|--|--|
| <b>RE</b><br>Salvation<br>How do Christians show that 'reconciliation' with God and other people is important? | To offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peters denial might mean. | To give examples of what texts studies mean to some Christians. Make closer links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. | To describe how Christians, show their beliefs about Jesus in their everyday lives: For example, prayer, serving, sharing the message and the example of Jesus. | To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. | To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. | To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. |
| <b>PSHCE</b><br>Health and wellbeing/Changing of the body/ Citizenship   | To understand that not all information on search engines is valuable.   | To recognise that change is a part of growing up  | To recognise the physical differences between children and adults   | To begin to understand the risks of smoking and the benefits of being a non-smoker   | To understand what human rights are  | To understand how reusing items benefits the environment   |
| <b>Keeping Children Safe</b>   | Internet safety   | Internet safety   | Internet safety   | Internet safety  | Safety in local area   | Safety around water  |