



# Pear Tree Primary School

Topic – King Lear Spring I

**‘T’will be a storm’**

## INDIGO 'Twelfth Night' MEDIUM TERM PLANNING SPRING ONE 2024

*‘Being Our Best Selves’*

	<b>Week one Wk beginning 8.1.24</b>	<b>Week two Wk beginning 15.1.24</b>	<b>Week three Wk beginning 22.1.24</b>	<b>Week four Wk beginning 29.1.24</b>	<b>Week five Wk beginning 5.2.24</b>	<b>Week six Wk beginning 12.2.24</b>		
<b>SIGNIFICANT DATES</b>		16.1.24 Fire safety talk 11am						
<b>Curriculum pledge</b>								
<b>English Reading</b>	Guided Read- King Lear - Tony Ross Thursdays- Non-Fiction  Mon or Tues adult guided read: To read most words fluently and attempt to decode	Guided Read- T King Lear - Tony Ross Thursdays- Non-Fiction  Mon or Tues adult guided read: To read most words fluently and	Guided Read- King Lear - Tony Ross Thursdays- Non-Fiction  Mon or Tues adult guided read: To read most words fluently and	Guided Read- King Lear - Tony Ross Thursdays- Non-Fiction  Mon or Tues adult guided read: To read most words fluently and	Guided Read- King Lear - Tony Ross Thursdays- Non-Fiction  Mon or Tues adult guided read: To read most words fluently and	Guided Read- King Lear - Tony Ross Thursdays- Non-Fiction  Mon or Tues adult guided read: To read most words fluently and		

	<p>any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Fridays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Fridays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Fridays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Fridays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Fridays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>Weekly Non-Fiction Fridays: To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>		
<b>Book Club</b>	<p>Weekly Ongoing: To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and</p>	<p>Weekly Ongoing: To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and</p>						

	challenging views courteously.  To recommend texts to peers based on personal choice.	challenging views courteously.  To recommend texts to peers based on personal choice.						
<b>English Writing</b>	King Lear part 1: Character descriptions Setting description  *Maps and link to artwork  Review sentence types.	King Lear part 2: Diary Noun towers	King Lear part 3: Subordinate conjunctions Develop complex sentences  Moving sentence chunks (how, when, where) around for different effects	King Lear part 4:  Retell an event  Make notes	King Lear part 5: Information leaflet	*Review Stage directions in speech (speech + verb + action)  Playscript		
<b>Maths</b>	Multiplication and division	Multiplication and division	Multiplication and division	Fractions	Fractions	Decimals and percentages		
<b>Science</b> Living things and their Habitats	LO: To describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird  Watch this <a href="#">clip</a> and use this <a href="#">ppt</a> . Use these <a href="#">posters</a> To make comparisons- what's the same and what is different in these life cycles?	LO: To describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird  Watch this <a href="#">clip</a>  <a href="#">Focus on mammals and bird.</a>  Draw life cycle in books.	LO: To describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird  <a href="#">Focus on insect and amphibian</a>  Focus on <a href="#">metamorphosis</a>	LO: To describe the life cycles of common plants  Label in books and then use crafts to make and <a href="#">label a flower</a>  <a href="#">Twinkl I</a>	LO: To describe the life cycles of common plants  Pollination exercise in groups.  <a href="#">Use ppt</a> to describe sexual and asexual reproduction  <a href="#">Powerpoint</a>  General sheet- <a href="#">Flower life cycle</a>  <a href="#">Differentiated cycles</a>	LO: To explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)  Use Ipads to research and create a factfile.		
<b>History</b>					Roman withdrawal			

Anglo-Saxons and Scots					<p>from Britain The fall of the Western Empire Invasions including: Scots invasions from Ireland to North Britain (now Scotland); Anglo Saxon invasions; Viking raids and invasions</p> <p>Use maps of Great Britain and Europe and annotate where the Anglo-Saxons and Scots invaders came from/to. Research questions children would like to answer. Can any more information be added to the Anglo-Saxon Themed Research Map? <b>Lesson 1</b></p>			
Geography		<p><a href="#">LO: To use a compass</a></p> <p>Write instructions for using a compass.</p> <p><a href="#">Features of a map</a></p> <p><a href="#">How to use a compass</a></p>	<p>LO: To use a compass *Outdoor learning - moving on the grid using compass directions.</p> <p>Review compass parts. Outside to use a compass. Then directions on the grid using, N, S, E and W</p>	*review 4 figure grid reference and 6 figure grid reference		<p><b><u>Locational Knowledge</u></b> <b>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics</b></p> <ul style="list-style-type: none"> <li>Understand how land use has changed in the UK</li> </ul>		

						<p>since Anglo Saxon settlers</p> <ul style="list-style-type: none"> <li>Describe the impact settlers have on an area and compare the impact now to invaders and settlers during Anglo-Saxon days</li> </ul>		
<p><b>Computing</b></p> <p>Purple Mash scheme and objectives for each unit can be found <a href="#">here</a></p> <p>*Refer to LTP for E safety</p>	<p>5.5 Game creator</p> <p>5.8 Word Processor 9Anglo-Saxon Link)</p>							
<p><b>Art</b></p> <p>Set Design</p>	<p>Refer to MTP <a href="#">here</a></p>		<a href="https://www.google.co.uk/search?q=pointillism&amp;ie=UTF-8&amp;oe=UTF-8&amp;hl=en-gb&amp;client=safari#mime=e,overview,pointillism,H4sIAAAAAAAAAAONgVuLUz9U3MDQzqEp6xOjMLfDyxz1hKatJa05eYzTh4grOyC93zSvJLKkUUuNig7JkuHilELo0GKS4uRBcHgBglk4YUwAAA_A">https://www.google.co.uk/search?q=pointillism&amp;ie=UTF-8&amp;oe=UTF-8&amp;hl=en-gb&amp;client=safari#mime=e,overview,pointillism,H4sIAAAAAAAAAAONgVuLUz9U3MDQzqEp6xOjMLfDyxz1hKatJa05eYzTh4grOyC93zSvJLKkUUuNig7JkuHilELo0GKS4uRBcHgBglk4YUwAAA_A</a>					

<b>DT</b>	N/A							
<b>PE</b> Tag rugby  Gymnastics	PE Passport- led by North West Coaching  Gymnastics MTP <a href="#">here</a>							
<b>PSHCE</b> My Happy Mind- Appreciate				LO: To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.	LO: about seeking and giving permission (consent) in different situations.	LO: where to get advice and report concerns if worried about their own or someone else's personal safety (including online).		
<b>Music</b> Performance Poetry	Lesson 1- <a href="#">poetry as a performance</a>	Lesson 2- <a href="#">rapping about me</a>	Lesson 3- <a href="#">beat boxing</a>	Lesson 4- <a href="#">organs of speech</a>	Lesson 5- <a href="#">careful with those vowels</a>	Lesson 6- <a href="#">Newsbeat</a>		
<b>RE</b> Islam – What do Muslims believe about the origins and authority of the Qur'an? Why are there so many prophets in Islam?	MTP link <a href="#">here</a>							

<p>Identify and understand that Muslims believe the Prophets all taught the same message.</p> <p>Explain how the majority of Muslims believe that Muhammad is the last and final prophet.</p> <p>Understand many Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.</p> <p><b>I can describe 3 ways in which Muslim worship shows devotion to Allah</b></p> <p><b>I can explain why the Qur’an is so important to Muslims.</b></p>								
<p><b>French healthy eating and going to the market</b></p>	<p>MTP link <a href="#">here</a></p>							

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