



Churchill Park School
Medium Term Plan – Key Stage 2 Years 5 and 6 - Books and Authors

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| English | <p>INTRODUCTION TO FICTION AND NON-FICTION</p> <p>Objective: To understand the difference between fiction and non fiction and communicate statements of both.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can react to new activities and experiences [for example, withholding myattention].</p> <p>Support: (S4) I can use single words, signs and symbols for familiar objects (E.g. cup, biscuits) and to communicate about events and feelings.</p> <p>Core: (S8) S8 I can use capital letters when writing names.</p> <p>Extension: (S10) I can form capital letters.</p> <p>Suggested Activities:</p> <p>-Introduce the terms fiction and non-fiction. Discuss key features. Can children sort books into relevant piles? Write some statements of fact and fiction about everyone in class. Can they tell which are true and which aren't?</p> <p>Sensory Learners – Create a mini zoo. What animals might we find there? Give children real animals and fictional ones to choose from E.g. the gruffalo.</p> | <p>INTRODUCTION TO FICTION AND NON-FICTION</p> <p>Objective: To use connectives to link ideas and communicate information.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can react to new activities and experiences [for example, withholding myattention].</p> <p>Support: (S4) I can use single words, signs and symbols for familiar objects (E.g. cup, biscuits) and to communicate about events and feelings. (S5) I can combine two key ideas or concepts.</p> <p>Core: (S7) I can show awareness of the sequence of letters, symbols and words. (S7) I can use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others.</p> <p>Extension: (S9) I can use 'and' to join sentences together. (S10) I can begin to join sentences to from a narrative.</p> <p>Suggested Activities: Children to use connectives to describe pictures or items. Can others guess which picture they were describing using only the children's work? Similarly with objects or people in and around school or of interest. Create a hall of fame – Print pictures of famous people and stick on the wall. Each child to describe a persons characteristics using connectives and the whole class to match descriptions to pictures at the end of the lesson.</p> <p>Sensory Learners - Choose a selection</p> | <p>NON-FICTION – RECOUNT</p> <p>Objective: To retell an event through a recount.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to show interest in people, events and objects [for example, smiling at familiar people].</p> <p>Support: (S4) I can show an understanding that marks and symbols convey meaning. (S4) I can use single words, signs and symbols for familiar objects (E.g. cup, biscuits) and to communicate about events and feelings (E.g. Likes and dislikes)</p> <p>Core: (S7) I can show awareness of the sequence of letters, symbols and words. (S7) I can use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others.</p> <p>Extension: (S9) I can say out loud what I am going to write about. (S9) I can use 'and' to join sentences together.</p> <p>Suggested Activities:</p> <p>http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/play/</p> <p>https://s-media-cache-ak0.pinimg.com/736x/b0/48/55/b048550702ce6766247a0ef2a1abd1a2.jpg</p> <p>-Undertake an activity with the whole class which could be recounted together, E.g. Bake an apple pie. -Use signs, symbols, words or simple sentences to sequence the event in small stages.</p> | <p>NON-FICTION – RECOUNT</p> <p>Objective: To retell an event through a recount.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to show interest in people, events and objects [for example, smiling at familiar people].</p> <p>Support: (S5) I can produce meaningful marks or symbols associated with familiar spoken words, actions, images or events. (S5) I can combine two key ideas or concepts.</p> <p>Core: (S7) I can dictate simple narrative. (S7) I can begin to communicate ideas about present, past and future events and experiences</p> <p>Extension: (S10) With support, I can verbalise a simple sentence. (S10) I can begin to join sentences to from a narrative</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Split children into two groups. Each group should describe a visit to an event or place and create a recount together, without naming where/what. E.g. First we bought some popcorn and a drink. Then we found our seats. Each group should guess where the other group went. <p>Sensory Learners – Play hidden object games using everyday items from the classroom. Children should use symbols to indicate what object is missing from two or three options.</p> | <p>NON-FICTION – RECOUNT</p> <p>Objective: To retell an event through a recount.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can accept and engage in coactive exploration [for example, focusing my attention on sensory aspects of stories or rhymes when prompted].</p> <p>Support: (S4) I can show an understanding that marks and symbols convey meaning. (S4) I can use single words, signs and symbols for familiar objects (E.g. cup, biscuits) and to communicate about events and feelings (E.g. Likes and dislikes)Use single words, signs and symbols for familiar objects (E.g. cup, biscuits) and to communicate about events and feelings (E.g. Likes and dislikes)</p> <p>Core: (S7) I can show awareness of the sequence of letters, symbols and words. (S7) I can use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others.</p> <p>Extension: (S9) Say out loud what you are going to write about. (S9) I can use 'and' to join sentences together.</p> <p>Suggested Activities:</p> <p>-Undertake an activity with the whole class which could be recounted together, E.g. Bake an apple pie. -Use signs, symbols, words or simple sentences to sequence the event in small stages.</p> |



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| | <p>of items which have two obvious features. E.g. a feather is soft and brown. Can the children pick two symbols which describe each item. Use characters from favourite programmes or songs.</p> <p>LOTC: Challenge children to find items outside when given two or more characteristics. E.g. Find something crispy and brown.</p> | <p>Sensory Learners – Select photos of who participated in the activity from the tough tray. Can the children remember who did what? Select items which we used in our activity and match against the relevant symbol or word. Eg. Apple, wooden spoon. Can children match pictures to the objects? E.g. who cut the apples? Who weighed the flour?</p> <p>LOTC: Recount could be based on any trip outside of the classroom; a trip to the library, shops or somewhere else.</p> | | <p>Sensory Learners – Select photos of who participated in the activity from the tough tray. Can the children remember who did what? Select items which we used in our activity and match against the relevant symbol or word. Eg. Apple, wooden spoon. Can children match pictures to the objects? E.g. who cut the apples? Who weighed the flour?</p> | |
| | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| <p>NON-FICTION – ASSESSMENT WEEK</p> <p>Objective: To assess children’s learning over the course of the half-term.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can accept and engage in coactive exploration [for example, focusing my attention on sensory aspects of stories or rhymes when prompted].</p> <p>Support: I can recount an event by choosing symbols from a small selection.</p> <p>Core: I can recount an event using the communication method of my choice. I can record this recount in a template when offered a selection of symbols or words to choose from.</p> <p>Extension: I can recount an event using the communication method of my choice and record this using a lightly structured template.</p> <p>Suggested Activities:</p> <p>Generic Text Structure –</p> <p>1. Orientation; scene setting</p> | <p>FICTION</p> <p>Objective: To identify the use of characters in a story.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions.</p> <p>Support: (S4 Writing) I can show an understanding that marks and symbols convey meaning, e.g. placing photos or symbols on a timetable. (S4 Reading) I can show some understanding of how books work, e.g. turning pages, holding right way up.</p> <p>Core: (S7 Reading) I can distinguish between words or symbols and pictures in text. (S7 Writing) I can dictate captions or simple narrative.</p> <p>Extension: (S10 Reading) I can read accurately by blending sounds. (S10 Writing) I can read writing aloud to hear.</p> <p>Suggested Activities:</p> <p>Focus Lesson on the use of character.</p> | <p>FICTION</p> <p>Objective: To understand the use of setting in a story.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions.</p> <p>Support: (S4 Writing) I can make marks or symbols in my preferred mode of communication. (S4 Comprehension) Show curiosity about content, e.g. may answer basic two key word questions about a book, or look for specific objects in a book. Show curiosity about content, e.g. may answer basic two key word questions about a book, or look for specific objects in a book.</p> <p>Core: (S7 Writing) I can dictate captions or simple narrative. (S7 Comprehension) I can begin to recognise a few letters by shape, name or sound.</p> <p>Extension: (S10 Writing) I can read writing aloud to hear. (S10 Comprehension) I can discuss a wide range of poems, stories and non-</p> | <p>FICTION</p> <p>Objective: To understand that a story can be structured into different parts.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can communicate consistent preferences and affective responses [for example, reaching out to a favourite person].</p> <p>Support: (S4 Writing) I can show an understanding that marks and symbols convey meaning, e.g. placing photos or symbols on a timetable. (S4 Reading) I can show some understanding of how books work, e.g. turning pages, holding right way up.</p> <p>Core: (S7 Writing) I can dictate captions or simple narrative. (S7) I can use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others.</p> <p>Extension : (S10 Writing) With support, I can verbalise a simple sentence. (S10 Writing) With a prompt, I can use capital letters and full stops in writing.</p> | <p>FICTION</p> <p>Objective: To understand what makes a good story.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can communicate consistent preferences and affective responses [for example, reaching out to a favourite person].</p> <p>Support: (S4 Writing) I can show an understanding that marks and symbols convey meaning. (S4 Writing) I can make marks or symbols in my preferred mode of communication.</p> <p>Core: (S7 Writing) I can dictate captions or simple narrative. (S7) I can use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others.</p> <p>Extension: (S11 Writing) I can begin to punctuate sentences using capital letters and .!? (S11 Writing) I can sequence sentences to form a narrative.</p> | |



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| | <p>opening, for example, I went to the shop.</p> <p>2. Recount of the events as they occurred; for example, I saw a vase. These events may be elaborated on by adding, for example, descriptive details.</p> <p>3. Reorientation; a closing statement: When I got back, I told my mum (with elaboration in more sophisticated texts).</p> <p>Language Features</p> <ol style="list-style-type: none"> 1. Written in the past tense. 2. Written in chronological order. 3. Use connectives that signal time, for example, then, next, after, meanwhile. 4. Focused on individual or group participants, for example, in first person: I, we, or third person: he, she, they. | <p>Explore good and evil; what makes a person evil? Sort adjectives of good and evil characters into Venn diagram. Draw character and label with adjectives.</p> <p>Pick out a character from a story and draw them. Can you choose relevant symbols/words to describe character? Identify characters for own story which we will write later in the term.</p> <p>Sensory Learners:</p> <p>Work through the below resources each week, building familiarity with the story.</p> <p>http://www.twinkl.co.uk/resource/t-s-3571-the-gingerbread-man-sensory-story-resource-pack</p> | <p>fiction at a level beyond that at which I can read independently.</p> <p>Suggested Activities:</p> <p>Match the characters to their setting. Match the names to the characters. Match the text to the illustration. Pick a setting to describe as a group; co-write a paragraph describing it and the different locations within it, improving it together. Match the adjectives to the setting. Identify own setting for story which we will write later in the term.</p> <p>Sensory Learners:</p> <p>See previous.</p> <p>LOT: Visit different locations as potential settings for stories. Would these settings differ depending on the characters involved? What type of setting lends itself to an evil characters house? Could we build a dark and dingy den?</p> | <p>Suggested Activities:</p> <p>Re-sequence well-known stories and those children are unfamiliar with. Re-write narrative for a picture book or use a story board to re-tell a story with clearly defined start, middle and end. Use sequencing pictures. Quiz reading familiar stories out of sequence; Can the children identify the story? Focus on time connectives. Children to re-sequence story using time-connectives. Children to design own storyboard to base own story on next week. Extension group could use 5 part story template - https://d1uvxqwmcz8f11.cloudfront.net/tes/resources/6168236/8dab5ae2-9349-43c2-afcc-731a36c9c414/image?width=500&height=500&version=1417555604000</p> <p>Sensory Learners:</p> <p>Use switches of sound effects to re-tell 3 part stories. Use sound boards to create own stories.</p> | <p>Suggested Activities:</p> <p>Using plan/story board, write own story using chosen method of communication. Add symbols to template to create own story. Use story checklist to mark own work.</p> <p>Sensory Learners:</p> <p>See previous. Use switches and props to tell a story through sound effects with adult narrating and children leading by choosing the sequence of the sounds. Can children also be led by the adult; pressing the sound effects at the right times?</p> |
| | Week 11 | Week 12 | Week 13 | Week 14 | Notes... |
| | <p>FICTION – ASSESSMENT WEEK</p> <p>Objective: Assess children’s learning over the course of the half-term.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor].</p> <p>Support: I can tell a three part story by using a template and choosing symbols from a small selection.</p> <p>Core: I can tell a five part story using a template and choosing from a selection of symbols or words.</p> <p>Extension: I can tell a five part story</p> | <p>POETRY – Roald Dahl – Revolting Rhymes – The Three Little Pigs</p> <p>Objective: To explore and/or discuss poems which tell a story.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor].</p> <p>Support: (S4 Comprehension) I can listen and respond to familiar rhymes and stories.</p> <p>Core: S6 (Comprehension) I can predict elements of a narrative, e.g. filling in missing words.</p> | <p>POETRY – Nick Chandley - Gaudy the Giant</p> <p>Objective: To explore and/or debate the concept of difference within poetry.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues].</p> <p>Support: (S4 Comprehension) I can show curiosity about content, e.g. may answer basic two key word questions about a book, or look for specific objects in a book.</p> | <p>POETRY - EASTER</p> <p>Objective: To recognise rhyme and rhythm in poems.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues].</p> <p>Support: (S4 Listening) I can begin to engage with the speaker. (S4 Speaking) I can repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</p> | <p>Home Learning:</p> <p>Practise sounding out your letters and blending three letter words.</p> <p>Read or listen to a book with a friend or family member. Can you re-tell the story using puppets or toys.</p> <p>Pick an object in your room. Use adjectives to help a friend or family member guess what it is, or have a friend or family member do the same to you.</p> <p>Travel round your garden or an outside space using as many verbs as you can, for example, run, walk, creep.</p> <p>Begin a secret diary and add the day’s date each day.</p> |



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| | <p>using a lightly structured template, selecting my own words/symbols.</p> <p>Suggested Activities:</p> <p>Independently re-write story, applying learning so far.</p> <p>Sensory Learners:</p> <p>Repeat last week's activity. Can children be led by the adult's story telling, pressing corresponding switches or props for the story from a selection?</p> | <p>Extension: S9 (Comprehension) I can listen to a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=F5DS2DnsJ04&index=1&list=PLrRxiQvX_JCuabRw8bRd-upWQAlj2-kL0 - Act out the poem using either puppets or children to play roles. Try to remember wolf's rhyme. Fill in missing signs or symbols from the poem. Film performance on iPad. <p>LOTG: Use opportunity of Farm/Forest school to explore the materials the three little pigs may have used. Can the children bring bag twigs/straw? Can we use them to try and build a stable structure?</p> | <p>Core: (S8 Comprehension) I can recognise or read a growing repertoire of familiar words or symbols.</p> <p>Extension: S10 (Comprehension) I can discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> - http://www.sapere.org.uk/Resources/PhilosophyforChildren-P4C-Resources.aspx - Sort symbols/words into piles according to whether the children are the same or different in the poem e.g. tall? - Invert activity; children to point out/list each of the characters who can be described by opposing characteristics i.e. tall and short. - Use odd one out activities with rhyming patterns and adjectives. <p>Sensory Learners:</p> <ul style="list-style-type: none"> - Use odd one out activities with shapes, symbols, pictures and objects. | <p>Core: (S6 Listening) I can follow requests and instructions with three key words, signs or symbols, e.g. 'Give me the little red book.</p> <p>(S6 Speaking) I can begin to initiate communication about their wants, needs and feelings.</p> <p>Extension: (S7 Listening) I can attend to and respond to questions from adults and their peers about experiences, events and stories.</p> <p>(S7 Speaking) I can begin to communicate ideas about present, past and future events and experiences.</p> <p>Sensory Learners, Suggested Activities & LOTG:</p> <p>Go on a sensory walk. Ask children to notice what they see and hear at this time of year. What are the seasonal changes. What are shops filled with?</p> <p>Write own sensory poem based on our sensory walk. Perform for class and sensory learners.</p> <p>I hear I smell I see I feel I taste</p> | <p>Write down your favourite joke for class mates and tell it during circle time.</p> |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| Languages | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to respond consistently to familiar people, events and objects [for example, repeated songs or phrases].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can introduce myself by name in response to a question in Spanish.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to respond consistently to familiar people, events and objects [for example, repeated songs or phrases].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can introduce myself by name in response to a question in Spanish.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can react to new activities and experiences [for example, withholding my attention from unfamiliar forms of interaction].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can introduce myself by name in response to a question in Spanish.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can react to new activities and experiences [for example, withholding my attention from unfamiliar forms of interaction].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can introduce myself by name in response to a question in Spanish.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to show interest in people, events and objects, [for example, smiling at familiar people in familiar circumstances].</p> <p>Support: I can attempt to repeat, copy or imitate some sounds in Spanish.</p> <p>Core: I can introduce myself by name in response to a question in Spanish.</p> <p>Extension: I can answer with a single word.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> |
| | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to show interest in people, events and objects, [for example, smiling at familiar people in familiar circumstances].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> <p>Extension: I can answer with a short phrase.</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can accept and engage in coactive exploration [for example, focusing my attention, when prompted, on sensory aspects of stories or rhymes in the target language].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> <p>Extension: I can answer with a short</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can accept and engage in coactive exploration [for example, focusing my attention, when prompted, on sensory aspects of stories or rhymes in the target language].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> <p>Extension: I can answer with a short</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions, communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can begin to be proactive in my interactions, communicate consistent preferences and affective responses [for example, reaching out to a familiar person in a new setting].</p> <p>Support: I can attempt one or two words in the target language in response to cues in a song or familiar phrase; through vocalisation, sign or gesture.</p> <p>Core: I can respond using single words, signs or symbols in Spanish. I may need considerable support from a spoken model and from visual clues.</p> |



Churchill Park School

Medium Term Plan – Key Stage 2 Years 5 and 6 - Books and Authors

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| <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching and introduce some of the sports and leisure vocabulary on</p> <p>http://www.bbc.co.uk/schools/primarylanquages/spanish/things_to_do/</p> <p>Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>phrase.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching and introduce more of the sports and leisure vocabulary on</p> <p>http://www.bbc.co.uk/schools/primarylanquages/spanish/things_to_do/</p> <p>Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>phrase.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching and introduce some of the musical instruments vocabulary on</p> <p>http://www.bbc.co.uk/schools/primarylanquages/spanish/things_to_do/</p> <p>Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Extension: I can answer with a short phrase.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching and introduce more of the musical instruments vocabulary on</p> <p>http://www.bbc.co.uk/schools/primarylanquages/spanish/things_to_do/</p> <p>Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Extension: I can answer with a short phrase.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching and introduce some of the emotions vocabulary on</p> <p>http://www.bbc.co.uk/schools/primarylanquages/spanish/things_to_do/</p> <p>Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> |
| Week 11 | Week 12 | Week 13 | Week 14 | Notes... |
| <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor to their modern foreign languages sessions].</p> <p>Support: I can communicate positives and negatives in Spanish in response to simple questions.</p> <p>Core: With some support, I can use Spanish for purpose; to greet my friends.</p> <p>Extension: I can ask a question.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching and introduce more of the emotions vocabulary on</p> <p>http://www.bbc.co.uk/schools/primarylanquages/spanish/things_to_do/</p> <p>Use videos and sound bites to model</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor to their modern foreign languages sessions].</p> <p>Support: I can communicate positives and negatives in Spanish in response to simple questions.</p> <p>Core: With some support, I can use Spanish for purpose; to greet my friends.</p> <p>Extension: I can ask a question.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> <p>http://www.bbc.co.uk/schools/primarylanquages/spanish/things_to_do/</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular character appears in a story dramatised in the target language].</p> <p>Support: I can communicate positives and negatives in Spanish in response to simple questions.</p> <p>Core: With some support, I can use Spanish for purpose; to greet my friends.</p> <p>Extension: I can ask a question.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Objective: To learn basic greetings and actions.</p> <p>Success Criteria:</p> <p>Sensory: (S2ii) I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [for example, showing pleasure each time a particular character appears in a story dramatised in the target language].</p> <p>Support: I can communicate positives and negatives in Spanish in response to simple questions.</p> <p>Core: With some support, I can use Spanish for purpose; to greet my friends.</p> <p>Extension: I can ask a question.</p> <p>Suggested Activities: Integrate teaching within circle time. Link Spanish greetings to signs and symbols and encourage children to listen and respond appropriately.</p> <p>Revisit previous teaching. Use videos and sound bites to model pronunciation. Practise as group and then in pairs. Take turns to role-play conversation.</p> | <p>Home Learning:</p> <p>Find a recipe for a traditional Spanish dish.</p> <p>Practise your lingo at http://www.spanishtown.ca/spanishfor/kids/grade1/monthlyvocabulary/month1activities/audio-saludos.htm#.WCi1BNWLTrc</p> <p>Try having a conversation in Spanish with a family member.</p> <p>Learn our song at https://www.youtube.com/watch?v=vsPH4_ohGYg</p> |



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| | pronunciation. Practise as group and then in pairs. Take turns to role-play conversation. | http://www.bbc.co.uk/schools/primarylanguages/spanish/things_to_do/ | http://www.bbc.co.uk/schools/primarylanguages/spanish/things_to_do/ | http://www.bbc.co.uk/schools/primarylanguages/spanish/things_to_do/ | |
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| | Week 1 - MUSIC | Week 2 - MUSIC | Week 3 - MUSIC | Week 4 - MUSIC | Week 5 - MUSIC |
|-------------------|--|---|--|--|--|
| Creativity | <p>Objective: To play and perform using a musical instrument.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to respond consistently to familiar people, events and objects.</p> <p>Support: (S4 Performance) I am aware of cause and effect in familiar events, e.g. what happens when particular instruments are shaken, banged, scraped or blown, or that a sound can be started or stopped or linked to movement through a sound beam.</p> <p>Core: (S7 Performance) I can copy simple rhythms and musical patterns or phrases with others, with support.</p> <p>Extension: (S10 Performance) I can play to a rhythm and to a steady pulse, as part of a group.</p> <p>Suggested Activities: Make some panpipes from drinking straws. Explore and play along with Gustav Holst's Planets – Mercury.</p> | <p>Objective: To play and perform using a musical instrument; focusing on tempo.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to respond consistently to familiar people, events and objects.</p> <p>Support: (S4 Performance) I am aware of cause and effect in familiar events, e.g. what happens when particular instruments are shaken, banged, scraped or blown, or that a sound can be started or stopped or linked to movement through a sound beam.</p> <p>Core: (S7 Performance) I can copy simple rhythms and musical patterns or phrases with others, with support.</p> <p>Extension: (S10 Performance) I can play to a rhythm and to a steady pulse, as part of a group.</p> <p>Suggested Activities: Listen to Gustav Holst's Planets – Saturn. Explore the theme of time passing. Use a variety of instruments to compose a short piece of music to show the passing of time. Children could use volume/dynamics to vary the feeling. Children to perform their compositions to the class.</p> | <p>Objective: To play and perform using a musical instrument.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can react to new activities and experiences [for example, turning towards unfamiliar sounds].</p> <p>Support: (S4 Performance) I am aware of cause and effect in familiar events, e.g. what happens when particular instruments are shaken, banged, scraped or blown, or that a sound can be started or stopped or linked to movement through a sound beam.</p> <p>Core: (S7 Performance) I can respond to prompts to play faster, slower, louder or softer. Follow simple graphic scores with symbols or pictures and play simple patterns or sequence music</p> <p>Extension: (S10 Performance) I can follow the musical representations for loud and soft, f (forte) and p (piano).</p> <p>Suggested Activities: Make a tissue box banjo. Play along to Gustav Holst's Planets – Mars the bringer of war. Match the symbol f (forte) with the corresponding part of the music.</p> <p>https://www.youtube.com/watch?v=9KYJOLM8SUE</p> | <p>Objective: To play and perform using a musical instrument.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can react to new activities and experiences [for example, turning towards unfamiliar sounds].</p> <p>Support: (S4 Performance) I can repeat, copy and imitate actions, sounds or words in songs and musical performances.</p> <p>Core: (S7 Performance) I can respond to prompts to play faster, slower, louder or softer. Follow simple graphic scores with symbols or pictures and play simple patterns or sequence music</p> <p>Extension: (S10 Performance) I can follow the musical representations for loud and soft, f (forte) and p (piano).</p> <p>Suggested Activities: Explore Gustav Holst's Planets – Venus. Play along using the xylophones. Match the symbol f (forte) with the corresponding part of the music.</p> <p>https://www.youtube.com/watch?v=EE6PacCnRw</p> | <p>Objective: To play and perform using a musical instrument; focusing on pitch.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to show interest in people, events and objects, [for example, looking for the source of music].</p> <p>Support: (S4 Performance) I can repeat, copy and imitate actions, sounds or words in songs and musical performances.</p> <p>Core: (S7 Performance) I can perform a small section or part of a song, e.g. the chorus, to the class.</p> <p>Extension: (S10 Performance) I can perform a range of songs with awareness of others.</p> <p>Suggested Activities: : Listen to Gustav Holst's Planets – Uranus – The Magician; exploring motifs. Children should create their own motifs in groups or individually, which could be used throughout a longer piece of music. Motifs should be up to 6 notes long, they could use different instruments and the motifs could be performed together as a plenary.</p> |
| | | Week 6 - MUSIC | Week 7 - MUSIC | | |
| | <p>Objective: To play and perform using a musical instrument.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can begin to show interest in people, events and objects, [for example, looking for the source of music].</p> <p>Support: (S4 Performance) I can repeat, copy and imitate actions, sounds or words in songs and musical performances.</p> <p>Core: (S7 Performance) I can perform a</p> | <p>Objective: To learn and perform a familiar traditional song to an audience.</p> <p>Success Criteria:</p> <p>Sensory: (S2i) I can accept and engage in coactive exploration [for example, being encouraged to stroke the strings of a guitar].</p> <p>Support: (S4 Performance) I can repeat, copy and imitate actions, sounds or words in songs and musical performances.</p> <p>Core: (S7 Performance) I can perform a</p> | | | <p>Home Learning –</p> <p>Learn to whistle. Can you pitch a short tune?</p> <p>Pick a pop or rock star you really love. Find out if they can play an instrument and how old they were when they started.</p> <p>Make a list for a friend of songs that help you manage your emotions. Do you have a certain song that you listen to when you're happy which helps you express your happiness? Do the same for sadness and anger.</p> |



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| | <p>small section or part of a song, e.g. the chorus, to the class.</p> <p>Extension: (S10 Performance) I can perform a range of songs with awareness of others.</p> <p>Suggested Activities: Listen to Gustav Holst's Planets – Neptune, and Hey Jude, by The Beatles; exploring fadeouts. In groups, children should create a short musical composition, either singing or with instruments, creating a fade-out at the end. The fade should repeat at least 4 times before ending. Children should perform composition to class.</p> | <p>small section or part of a song, e.g. the chorus, to the class.</p> <p>Extension: (S10 Performance) I can perform a range of songs with awareness of others.</p> <p>Suggested Activities: Vote which is our favourite from Gustav's suite and perform it as a class, either by singing or playing instruments.</p> | | | <p>Listen for motifs in everyday situations. Can you recognize the motif you hear when your computer fires up for example? Or motifs from certain adverts? What other motifs are you familiar with?</p> |
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