

Year 5 & 6 Medium Term Plan- Autumn Term 2022-23

DISCOVERY		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	Overview of learning
Maths	<p>We will continue to follow the White Rose Maths Scheme.</p>	<p>The children will be taught in mixed ability, single age groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.</p> <p>Daily 'Fluent in Five' and 'Flashback Four' starters will have a focus on arithmetic skills where we will revisit skills taught in Lower Key stage 2 and build on them in order to meet statutory requirements of the National Curriculum using Chris Quigley's breadth of study:</p> <ul style="list-style-type: none"> • Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand. • Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing. • Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. • Explore numbers and place value so as to read and understand the value of all numbers. • Add and subtract using efficient mental and formal written methods. • Multiply and divide using efficient mental and formal written methods. 		<p>We will continue with a maths mastery approach, meaning children will acquire a deep, long-term secure and adaptable understanding of the subject.</p> <p>We will continue to have a focus on developing a maths mindset and a resilient attitude towards Maths- this will be done through regular reasoning and problem solving where mathematical problems are solved.</p> <p>Our topics this term will include:</p> <p>Year 5: Place Value; Addition and Subtraction; Multiplication and Division; Fractions.</p> <p>Year 6: Place Value; Addition, Subtraction, Multiplication and Division; Fractions; Measurement- converting units.</p>

<p>English</p>	<p>Sky Song by Albi Elphinstone Shackleton's Journey by William Gill Race to the Frozen North by Catherine Johnson Ice Trap by Meredith Hooper & M. P. Robertson</p>	<p>Using Sky Song by Abi Elphinstone as our class reader we shall make links to other texts we have read; develop our vocabulary skills through our 'Word of the Day'; ask questions; make inferences; predict and summarise chapters of the text.</p> <p>Writing genres covered this term will include: Formal letter of application Diary Entry- recount Suspense writing in response to visual literacy Persuasive writing Biography Performance Poetry- Christmas</p> <p>With a focus on:</p> <ul style="list-style-type: none"> • The ability to write fluently and with interesting detail on a number of topics throughout the curriculum. • A vivid imagination which makes readers engage with and enjoy their writing. • A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description. • Well-organised and structured writing, which includes a variety of sentence structures. • Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat. • A love of writing and an appreciation of its educational, cultural and entertainment values. <p>Reading Through daily reading of both our class text and short text excerpts, we will ensure the following essential characteristics are accessed:</p> <ul style="list-style-type: none"> • Excellent phonic knowledge and skills. 	<p>In addition to daily English lessons we shall be following the 'No-nonsense Spelling Scheme' to revise, practise and learn the patterns of the year 3 & 4 and 5 & 6 statutory spelling words.</p> <p>Reading will be taught daily with a much greater focus on necessary skills to improve vocabulary, inference, prediction, explaining, retrieval, sequencing and summarising. Children will be exposed to a variety of texts that include a whole class reader and short extracts from a range of genres.</p> <p>Grammar will be integrated within our teaching of writing as well as in discrete lessons. We will continue to focus on improving handwriting and correct letter formation.</p>
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Geography	<p>Where in the World?</p> <p>Biomes</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime /Greenwich Meridian and time zones (including day and night) <p>Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, -human geography, including: types of settlement and land use, economic activity including trade 	<p>Investigate places</p> <p>This concept involves understanding the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location <p>Investigate patterns</p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	<p>Children will be identifying and describing how the physical features of Antarctica and comparing it to the Arctic and previous countries studied</p> <p>They will revise and identify the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones</p> <p>Through work related to Antarctica, children will describe and understand key aspects of physical geography, including: climate zones and biomes</p>

		links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world 	
Science	Theory of Evolution	<p>Evolution and Inheritance</p> <p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Understand evolution and inheritance.</p> <p>This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</p> <p>We shall: Look at resemblance in offspring. Look at changes in animals over time. Look at adaptation to environments. Look at differences in offspring. Look at adaptation and evolution</p>	<p>Children will understand evolution and inheritance. This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct. We will be studying Charles Darwin and Mary Anning. We shall look at the book 'Moth'</p> <p>There will be some investigation of properties of materials linked with D&T work.</p>
History	Shackleton discoveries	Pupils should continue to develop a chronologically secure knowledge and understanding of	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. 	As part of our 'Discovery' topic we will be looking at polar explorers- in particular

		<p>British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. 	<p>the race to the South Pole, and through this we will study the journeys and discoveries of Ernest Shackleton, including using original artefacts and sources from Cambridge university.</p>
Art	<p>Ted Harrison- polar art</p> <p>Charlie Mackesey- sketching</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting.</p>	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists 	<p>Using mixed media we will be recreating work in the style of Ted Harrison. We will look at the Colour Theory and associated vocabulary before creating our own piece of Polar Art emulating the distinct style of Ted Harrison.</p> <p>Mental health week- looking at the works and inspirational quotes of Charlie Mackesey and designing our own to aid strong mental health</p>
Music	Charanga Music	<p>Pupils will be taught to sing and play musically with increasing confidence and control. They should develop an understanding</p>	<p>Perform</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. 	<p>The first half term will focus on the song 'Happy' by Pharrel Williams, looking at an integrated approach to music</p>

	Classroom Jazz	<p>of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; listen with attention to detail and recall sounds with increasing aural memory; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>The second half term will introduce Classroom Jazz where learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing</p>
DT	Grabbers	<p>Design</p> <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> -select from and use a wider range of tools and equipment to 	<p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. 	<p>Children will explore why scientists are engaged in research at the bottom of the Antarctic and Arctic Oceans, the importance of collecting samples of organisms that make the sea floor their home and what these can tell us about global concerns. They will explore</p>

		<p>perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate</p> <ul style="list-style-type: none"> -understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures □ -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<ul style="list-style-type: none"> • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	<p>the challenging conditions faced by remotely operated vehicles performing sampling missions and the scientists that control the vehicles. They will explore the most appropriate sampling tool for use in marine sampling and design their own 'grabber' for the ROV. After designing a sampling tool they will create a prototype robot arm grabbing tool and evaluate their design with their knowledge of existing grabbing tools.</p>
Computing ICT	<p>Internet safety</p> <p>Internet research</p>	<p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,</p>	<p>Connect</p> <ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. 	<p>Children will explore how data is transferred over the internet. They will initially focus on addressing, before they move on to the makeup and structure of data packets. Children then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to</p>

		<p>analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. <p>Code This concept involves developing an understanding of instructions, logic and sequences.</p>	<p>communicate responsibly by considering what should and should not be shared on the internet. They will discuss ways of working and start a collaborative online project.</p>
MFL	The Date My Home	<p>Children will learn how to: listen attentively to spoken language and show understanding by joining in and responding; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; read carefully and show understanding of words, phrases and simple writing; broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>	<p>Reading</p> <ul style="list-style-type: none"> • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. <p>Speaking</p> <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests 	<p>Using the Language Angels scheme we shall follow the plans and learn the following: The Date</p> <ul style="list-style-type: none"> • Remember, recall and spell the seven days of the week. • Remember, recall and spell the twelve months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. <p>The Home</p>

		<p>material, including through using a dictionary</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>		<p>In the second half term, children will: Say whether they live in a house or an apartment and say where it is.</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. · Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as name and age).
RE	<p>Hinduism:</p> <p>Other faith unit</p> <p>Gospel</p> <p>Christianity</p>	<p>Children will investigate the enquiry question: Why do Hindus try to be good? They will learn about the concept of Brahman and the Trimurti of Gods. They will also learn about how their actions in life affect their next life, discussing concepts such as Moksha, Karma and Reincarnation</p> <p>Children will compare their ideas with ways in which Christians interpret biblical texts. They will make connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. They will think about relating</p>		<p>Looking at the concept of karma, re-incarnation, pilgrimages and how they relate to Hinduism practices. We will look at this in relation to the largest gathering of people on earth over 4 sacred sites (Kumbh Mela)</p>

		Biblical teachings to the issues, problems and opportunities of the life of their own community.		
PSHE	What makes up a person's identity?	Children will think about what makes up who they are: personality, family, friends, interests, skills and abilities etc and their future ambitions. They will think about how all these things contribute to self-worth. They will also think about diversity, gender and how for some people gender does not correspond with their biological sex.		Looking at what makes us unique and learning about stereotypes and how to challenge them. We will discuss the effects of media as a way of influencing our thoughts and actions.
PE	Dance Gymnastics Football Handball Tennis	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping, and kicking, etc.). • Work alone, or with teammates to gain points or possession. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team <p>Dance</p>	Children will explore movement, sequences, and balances through dance. In outdoor P.E. children will develop their ball skills and teamwork through a variety of collaborative games; they will develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.

			<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. <p><i>Gymnastics</i> Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills.</p> <ul style="list-style-type: none"> • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances 	
Visits/ Visitors				
Home learning	<p>Maths homework, spelling and <i>GAPs</i> will be set weekly through the completion of <i>CGP</i> books- both of which will be linked to classroom teaching and consolidate prior learning.</p> <p>There is a continued expectation that children will regularly practise their multiplication tables using 'Times table Rockstars'</p> <p>Children will be expected to read regularly at home and complete weekly reading journal activities, either on <i>Seesaw</i> or in their reading journals.</p> <p>Topic homework will be given to support our learning but will not necessarily be weekly.</p>			

