Year 5&6 medium term plan Autumn 2023

	SPACE	NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths		The children will be taught in single age mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum. Daily 'Fluent in Five' and 'Flashback 4' starters will have a focus on arithmetic skills where we will revisit skills previously taught and build on them in order to meet statutory requirements of the National Curriculum: • 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.		We will continue to have whole class investigations solving mathematical problems. The focus for this term will be: Place value of numbers, methods for addition, subtraction, multiplication and division (including how to apply these methods to word problems) In the second half of term there will be a focus on fractions for both year groups.
English	**Space**	Different genres of writing will be covered this term: Persuasive writing Performance poetry Imagery Biography writing Narrative writing including dialogue With a focus on: • The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.		Children will be applying to be astronauts and writing letters in order to persuade. They will be writing imaginatively about space travel and using visual clips to stimulate their own creative writing, there will be a strong focus on awareness of audience, sentence structure,

		• 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. Reading Through daily reading of both our class text 'Cosmic' by Frank Cotterill Boyce and short text excerpts, we will ensure the following essential characteristics are accessed: • Excellent phonic knowledge and skills. • Fluency and accuracy in reading across a wide range of contexts throughout the curriculum. • Knowledge of an extensive and rich vocabulary. • An excellent comprehension of texts. • The motivation to read for both study and for pleasure. • Extensive knowledge through having read a rich and varied range of texts.		organisation of writing and editing to improve. They will research space travellers and scientists and produce biographies. Reading fluency skills will continue to be of great importance this term. We will be reading and responding to different fiction texts about space- this will include Cosmic by Frank Cotterill Boyce. Regular comprehension sessions and whole class text excerpts will be looked at. In the second half term children will use Spiderwick Chronicles as a visual stimulus for writing. In addition to daily English lessons, we shall be following the 'No-nonsense Spelling Scheme' to practise and learn the patterns of the year 3 & 4 and 5 & 6 statutory spelling words. 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.
Geography	**Coasts and coastal erosion**	Place knowledge understand geographical similarities and differences through the study of human	• Identify and describe how the physical features affect the human activity within a location.	A focus for this half term will be in preparing the children for their residential trip to Overstrand in Norfolk. The children will be taught to

		and physical geography of a region of the United Kingdom, Geographical skills and fieldwork use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	understand the geographical similarities and differences of area of Overstrand to Coggeshall through the study of human and physical geography. They will use fieldwork to observe, measure, record and present the human and physical features of coastlines in Norfolk. We will be studying coastal erosion and looking at the effectiveness of different types of sea defences. The children will be using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Science	**Space**	Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Understand the Earth's movement in space This concept involves understanding what causes seasonal changes, day and night. • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the	We shall be describing movements of the earth and other planets in relation to the sun in the solar system. We shall be investigating the different phases of the moon and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Children will have the opportunity to research different aspects of the solar system and how our understanding of it has developed across History.

			apparent movement of the sun across the sky.	
	Forces	Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* • *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	In this part of the topic we will learn how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Children will also identify the effects of air resistance, water resistance and friction, that act between moving surfaces and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
History	**The Space Race**	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world	• Use appropriate historical vocabulary to communicate, including: • dates	This term will have a Science & Geography focus but aspects of all topic work will allow them to look at the works of Scientists of the past

		history, establishing clear narratives within and across the periods they study.	• time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas	and their impact on Scientific understanding today. We will also look at how the Space Race began after the Second World War and central figures involved in the technological developments of the time and first people to go in to space, as well as the work of NASA (using biographies and other sources).
Art and Design	**Peter Thorpe- Space Art**	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, painting and sculpture with a range of materials	We will develop ideas by: • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Comment on artworks with a fluent grasp of visual language. We will master techniques by:	We will explore the work of abstract artist Peter Thorpe and what inspired his creations. Children will have the opportunity to create their own abstract style artwork, experimenting with using a variety of media. Embellishments will then be added to designs, before producing digital designs of the children's final artwork.

		• To adapt and refine their designs, providing justification for their design choices	• Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece. • Show precision in techniques.	
Music	**Living on a Prayer** **Christmas songs**	This term: 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 use and understand staff and other musical notations develop an understanding of the history of music.	Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniment, cyclic	Using the Charanga Music Scheme, children shall, in the first half term find that all the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

			patterns, combination of musical elements, cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.	
DT	**Moon buggies** **Themed T shirts**	This term Generate and communicate ideas for a space buggy using annotated sketches, exploded diagrams. Research and develop design criteria to produce a themed t shirt aimed at a particular individual or group. Make the product using cutting, joining and finishing. Investigate and analyse against existing products, evaluate ideas and product against own SC and seek and consider views of others to improve their work	• use internet and questionnaires for research and design ideas • take a user's view into account when designing , begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • create own design criteria • have a range of ideas • use computer-aided designs • use selected tools and equipment precisely • accurately measure, mark out, cut and shape materials/components • be resourceful with practical problems	Inspired by the book, "Curiosity: The Story of a Mars Rover", the children are going to design buggies with consideration to the suitability of materials needed to build it. Ch will be taught to Create an annotated and exploded design. Compile a list of requirements for creating a moon buggy (linked to science work on forces) Use CAD to design and make a themed t shirt. Research fabric designs and consult with recipient.
Computing	**Communication and collaboration**	Children will be taught to: 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,	Children will learn and revise how to connect safely with others • Collaborate with others online on sites approved and moderated by teachers.	In computing we follow the scheme devised by The National Centre for Computing Education. In this first unit children explore how data is transferred over the internet. They initially focus on addressing, before they move on to the makeup

	Creating media- web site design	including collecting, 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. 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	• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online. They will focus on how to communicate information to an audience: • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.	and structure of data packets. They 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 communicate responsibly by considering what should and should not be shared on the internet. Children will be introduced to creating websites for a chosen purpose. They identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.
MFL	**Ma famille (My Family)**	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	A focus on Reading so children can read and understand the main points and some of the detail in short written texts.	In this unit pupils will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling

	Les planètes (Planets)	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 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 material, including through using a dictionary describe people, places, things and actions orally and in writing	• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Speak confidently • Take part in conversations to seek and give information. • Vary language and produce extended responses. • Be understood with little or no difficulty.	students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). In this unit pupils will learn how to: Name and label a map of the Solar System in French. Apply the rules of adjectival agreement to describe the Solar System in French. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character.
RE	**God**	Children will investigate how Christians see God as both loving and holy, how this is represented in the Bible and how this might be expressed though art. They will study the design of different churches and how this also reflects their beliefs.	Children will begin to develop an understanding of sources of authority for believers. They will critically evaluate the concept of Biblical truth and consider it in	Children will use the Understanding Christianity resource to develop their understanding of theology, philosophy and social science. This resource has been selected and recommended by the Diocese, in

	Incarnation	Towards Christmas, children will study the prophecies cited in the Bible about the coming of the Messiah and how this is referenced in various different parts of the Bible.	relation to their own beliefs and spirituality. They will also see how England's heritage and culture has been shaped by many Christian beliefs though the ages.	accordance with our status as a Church of England primary school. Other religions/world views are also taught during later terms in the year.
PSHE	**Identity** **Media influences**	Personal, social and health and economic education, or PSHE, aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives This term focuses on health and wellbeing and living in the wider world, specifically media influences and decision making. Links to ICT/online safety.		Children will explore similarities and differences between people. Look at stereotypes and how they are not always accurate. Negative behaviour influences and attitudes towards others. How to challenge stereotypes and assumptions about others. In the second half of the term, children will learn to recognise unsafe/ suspicious online content and what to do about it. They will explore how to make decisions about the content they view online and how to respond if information viewed is upsetting, frightening or untrue.
PE	**Net & Wall Games** **Gymnastics** **Football**	Pupils should be taught to: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending perform gymnastic routines using a range of movements, balances and jumps	Use varied hand positioning for effective forehand and backhand technique. Serve a ball with appropriate power and accuracy, to ensure it lands within the confines of the court.	In the first half term we will focus on tennis, children will improve their control of the ball when hitting across a net and will focus on forehand and backhand. This will be taught through small games with a skills based focus. In outdoor P.E. in the first half term, children will develop their football

		refine skills of passing and receiving, adopting a range tactics to succeed in competitive game situations	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping, etc.). Experience both defensive and attacking positions within a team, adapting tactics as necessary. Take on different roles within a team, leading others when called upon and demonstrating good sportsmanship To understand the importance of warming up and cooling down, and to begin to do this independently. In Gymnastics, there will be a focus on • Creating sequences that include a mix of independent, paired and grouped elements. • Holding shapes that are strong, fluent and expressive. • Varying speed, direction, level and body rotation during floor performances. • Demonstrating good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).	skills alongside team work through a variety of team based games, focussing on the necessary skills in order to confidently participate in games. These sessions will be taught by an outside sport agency. Children will explore movement, sequences and body shapes through dance. They will work collaboratively to choreograph a series of movements based on this term's topic of Space

Visits/ Visitors	Kingswood Overstrand Centre residential	This residential trip will incorporate the coverage of many curriculum areas. Whilst having a Geography, PSCHE and PE focus, there will also be opportunities for Computing and Design and Technology.