

Year 5 & 6 Medium Term Plan- Spring Term 2024-25

In the first two weeks of term, we shall be celebrating 'Kaleidoscope week'- a week where we use the book 'The Barnabus Project' by the Fan Brothers as a stimulus for English, Art and DT. We shall be creating our own 'Failed' Creatures from felt and using our needlework skills; we will then be using their unique qualities in our writing where we will interweave narrative detail and dialogue to move the action on.

TURNING POINT-THE HOME FRONT		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	Overview of learning
Maths	We will continue to follow the White Rose Maths Scheme.	<p>The children will continue to be taught in mixed ability, single age groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum. Daily 'Fluent in Five' and 'Flashback Four' starters will have a focus on arithmetic skills where we will revisit and revise skills taught in both Lower Key stage 2 and in the Autumn Term and build on them in order to meet statutory requirements of the National Curriculum whilst 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. 		<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: Year 5: Multiplication & Division; Fractions; Decimals & Percentages; Perimeter and Area; Statistics.</p> <p>Year 6: Ratio; Algebra; Decimals; Fractions, decimals & percentages; Area, Volume & perimeter; Statistics</p>

		<ul style="list-style-type: none"> • Add and subtract using efficient mental and formal written methods. • Multiply and divide using efficient mental and formal written methods. 	
English		<p>Through our class reader, 'Our Castle by the Sea' by Lucy Strange, 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: Narrative including dialogue Non-fiction instructions Non-fiction persuasion leaflets Newspaper Speeches</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</p>	<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 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>

		<p>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 fluency 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. 		
Geography	This term's topic is History based although we shall continue to use maps, atlases, globes and digital/computer mapping to locate countries and to understand how their location was relative to WW2.			
Science	Light	<p>Pupils will be taught to: recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Understand light and seeing This concept involves understanding how light and reflection affect sight. Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. Explain that we see</p>	<p>We will be following the 5E's to guide each lesson of the light unit. Stage one: Engage- capturing students' interest to find out what they think they know about how light from a source forms shadows and can be absorbed, reflected and refracted. To elicit students' questions about light. Explore - to provide students with hands-on, shared experiences of how light enables us to see objects. EXPLAIN - To support students to represent and explain their understanding of how light from a source forms shadows and can be absorbed, reflected and refracted, and to introduce current scientific</p>

			things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	views. ELABORATE - To support students to plan and conduct an investigation of the height of shadows. EVALUATE - To provide opportunities for students to represent what they know about how light from a source forms shadows and can be absorbed, reflected and refracted, and to reflect on their learning during the unit.
History	The Home Front	Pupils should continue to develop a chronologically secure knowledge and understanding of 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. They should understand how our knowledge of the past is constructed from a range of sources.	Investigate and interpret the past <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. 	We will be investigating a turning point in British history by looking at the reasons for WW2 and the effects of the war on the Home front. This will link into our topic next term when we look at the effects on society after the war in the 1950s and 60s. We will use original sources and voices from the community to help us understand the effects of war on everyday people. We will also include an element of local history where we will investigate how Coggeshall changed during the war.
Art	Henry Moore	Pupils will be taught: To further develop their sketch books to record their observations and use them to review and revisit ideas.	Drawing: <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 	We shall be studying the work of Henry Moore, initially learning about who he was and the impact he had on the art world. As part of our World War 2 topic we shall be

		<p>They will continue to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). They will learn about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Sculpture: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Taking inspiration from the greats:</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles 	<p>studying and replicating the techniques he used to create his representations of how Londoners sheltered from the Blitz.</p>
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<p>Music</p>	<p>Creative Composition The Fresh Prince of Bel Air</p>	<p>Pupils will be taught to sing and play musically with increasing confidence and control. They should develop an understanding 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>	<p>Perform</p> <ul style="list-style-type: none"> • 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 <p>Describe music</p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Children will explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever. They will then move onto The Fresh Prince Of Bel-Air. Children will have an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. They will listen and appraise the Fresh Prince of Bel Air and other Hip Hop tunes. They will learn to sing the song, play instruments, improvise, compose and perform.</p>
<p>DT</p>	<p>Make Do & Mend project</p> <p>Menu planning for a family of 4</p>	<p>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p>	<p>Create objects that employ a seam allowance.</p> <ul style="list-style-type: none"> • Join textiles with a combination of stitching techniques (such as back stitch 	<p>We will be learning about the effects of rationing during WW2 and designing a meal plan for a family of 4. We will recap food seasonality and hygiene.</p>

	using rationed goods	<p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials - textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>for seams and running stitch to attach decoration).</p> <ul style="list-style-type: none"> • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles. <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</p> <p>Evaluate the design of products to suggest improvements to the user experience.</p>	<p>Our project will be a 'make do and mend' using previously loved materials and upcycling or reusing them for a different purpose. The children will create a mood board, seek opinions of others before creating their product and show casing them to the whole year group.</p>
Computing	Webpage creation	<p>Pupils will:</p> <p>Be introduced to creating websites for a chosen purpose. Identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.</p> <p>Pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>Website design:</p> <p>Develop existing understanding of how to source and use multimedia using search engines.</p> <p>Build further evaluation skills to identify the positives and negatives of a range of designs.</p> <p>Broaden experience using a range of online editing platforms including Google Slides and Google Sites.</p>	<p>This unit explores the concept of website design and publishing through via Google Sites. Children consider different website designs and become web designers. Pupils explore concepts of 'fair use' and 'copyright' and practice using these ideas through independent image searches.</p> <p>Following a detailed planning process, learners will build their designs online, considering online navigation paths and the importance of crediting existing web authors through the use of hyperlinks.</p>

<p>MFL</p>	<p>World War 2- La Seconde Guerre Mondiale</p>	<p>Children will learn how to: listen attentively to spoken language and show understanding by joining in and responding; 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 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>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. <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. 	<p>In this unit the children will learn how to:</p> <p>Group/order unknown vocabulary to help decode text in French.</p> <p>Improve their listening and reading skills.</p> <p>Name the countries and languages involved in WW2.</p> <p>Say what the differences were in city and country life during the war.</p> <p>Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside</p>
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<p>RE</p>	<p>What do Hindus believe God is like?</p> <p>Salvation</p>	<ul style="list-style-type: none"> • In this Hinduism unit, children will investigate how Hindus view ultimate reality, how the idea of Brahman might affect they way someone would live and find out about different deities such as Ganesh, Lakshmi and Shiva considering the Trimurti linking to life as a bigger cycle. • In this Salvation unit, pupils will suggest meanings for different accounts of the Resurrection of Jesus and show awareness of ways in which Christians interpret these. They will explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. They will Show how Christians put their beliefs into practice in different ways and explain why some people find belief in the Resurrection makes sense and inspires them 	<p>Dharma is introduced to pupils: they act as philosophers considering how Hindus might see the world. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. Children will investigate the fact that Christians have faith in the fact, that Jesus was resurrected. They will explore how Christian beliefs are reflected in churches during Easter time and discuss their own responses to how believing in Resurrection might make a difference today.</p>
<p>PSHE</p>	<p>What decisions can people make with money?</p> <p>What will we change as we become more independent?</p> <p>How can Friends communicate safely?</p>	<p>(Based on PHSE Association Guidance)</p> <ol style="list-style-type: none"> 1. R34 discuss topical issues · 2. L17 different ways to pay for things and the choices people have about this 3. L18 to recognise people have different attitudes towards saving and spending money; what influences peoples' decisions; what makes something 'good value for money' 4. L20 to recognise people make spending decisions based on priorities, needs and wants 5. L21 different ways to keep track of money 6. L22 risks associated with money and ways of keeping money safe · 7. L24 to identify the way money can impact on peoples' feelings and emotions 	<p>Children learn about jobs that people may have from different sectors. They will explain why we need money; the ways we can pay for things and the importance of saving money. They will then learn what the terms 'interest' and 'loan' mean. We shall look at how gender stereotypes relate to work, and children will learn about some of the key skills that are needed to do a job. Additionally, we shall look at different types of bullying and teasing and where help can be sought.</p>

<p>PE</p>	<p>Gymnastics Dance Tag rugby Football Multi-skills Games</p>	<p>Pupils will 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 team mates in order to gain points or possession. • 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> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. <p>Gymnastics</p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <p>Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills.</p>	<p>Children will explore movement, sequences and balances through dance and gymnastics.</p> <p>In outdoor P.E. children will develop their ball skills and team-work through a variety of collaborative games; they will develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>This concept involves learning a range of physical movements and sporting techniques.</p>
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			<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	<p>Storyteller Wednesday 8th January</p> <p>Duxford Air Museum March 18th</p>			
Home learning	<p>Maths homework, spelling and GAPS will be set weekly through the completion of CGP 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' or Hit the Button Hit the Button - Quick fire maths practise for 6-11 year olds</p> <p>Children will be expected to read regularly at home and Wordshark activities should be completed regularly by those children with log-ins.</p> <p>Topic homework will be given to support our learning but will not necessarily be weekly.</p>			