

Year 5&6 medium term plan Spring 2024

Rainforests and South America		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths		<p>The children will continue to be taught in mixed ability 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 to have whole class investigations solving mathematical problems.</p> <p>The focus for this term will be:</p> <p>Year 5-Multiplication and division, fractions, decimals and percentages.</p> <p>Year 6- Decimals, percentages, algebra, perimeter, area and volume and ratio.</p>
English	Rainforests Mayans	<p>Different genres of writing will be covered this term:</p> <p>Narrative writing including dialogue</p> <p>Poetry</p> <p>Recounts including diaries</p> <p>Writing to inform</p> <p>Writing to instruct</p> <p>Writing to persuade</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. 		<p>The stimulus for our narrative writing this term will be 'Journey to the River sea' which we will inspire our narrative writing with a focus on interweaving narrative and dialogue.</p> <p>Children will be producing rainforest poetry and information writing inspired by the text of The Great kapok Tree.</p> <p>We will also be reading and writing</p>

		<ul style="list-style-type: none"> • 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>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. • 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. 		<p>explanations linked to the life cycles of rainforest animals and how to classify them.</p> <p>Reading fluency skills will continue to be of great importance this term. We will be reading and responding to different fiction texts about south America- this will include 'Journey to the River Sea' by Eva Ibbotson.</p> <p>Regular comprehension sessions and in one of our two daily whole class reading sessions, text excerpts from a wide range of genres will be looked at.</p> <p>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.</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>
Geography	Amazon and the Rainforest	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human 	<p>Investigate places:</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and 	<p>We shall re-visit atlas work including: naming continents, countries, features of climate zones, oceans and landscape differences and locating where in the world there are rainforests.</p>

		<p>characteristics, countries, and major cities</p> <ul style="list-style-type: none"> · identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn · understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America 	<p>understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> · Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Investigate Patterns:</p> <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. <p>Communicate Geographically:</p> <ul style="list-style-type: none"> · physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. · human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies 	<p>We shall identify features of Amazonian rainforest and children will learn about what a rainforest is and where in the world they can be located. They will learn about: the rainforest itself including climates, weather and the 4 different layers; about deforestation and its impacts on people and places; about different plant and animal life that can be found in the rainforest and about people that live in rainforests. This work will link closely to the topic of 'plants' within science.</p>
Science	Plants	<p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Understand plants:</p> <ul style="list-style-type: none"> · Relate knowledge of plants to studies of evolution and inheritance. 	<p>Children will learn about Biomes and how animals and plants are adapted to suit their environments in a variety of ways.</p>

		<p>describe the life process of reproduction in some plants and animals</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<ul style="list-style-type: none"> • Relate knowledge of plants to studies of all living things. <p>Investigating living things:</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. 	<p>We shall also be revising plants, life cycles and classification. We will be looking at the reproduction of plants and dissecting and labelling plant parts, identifying their role in the reproduction process.</p>
History	Mayans	<p>Pupils should be taught about:</p> <p>a non-European society that provides contrasts with British history-Mayan civilization</p>	<p>Build an overview of world history:</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Children are to learn about the ancient Mayan civilisation and find out about customs, beliefs and their way of life.</p>

Art and Design		<p>Pupils should be taught:</p> <p>about great artists, architects and designers in history</p> <ul style="list-style-type: none"> · 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-Collage 	<p>We will develop ideas by:</p> <ul style="list-style-type: none"> • 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. <p>We will master techniques by:</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. <p>Using textiles, we shall:</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. 	<p>We shall study the art of OENONE HAMMERSLEY, a semi-abstract wildlife painter, and emulate her style focussing on rainforest animals and settings. We shall study the artist and her style before sketching, then painting our own rainforest animal.</p>
Music		<p>This term:</p> <p>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</p> <p>develop an understanding of the history of music.</p>	<p>Sing or play from memory with confidence.</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. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. 	<p>Using the Charanga Music Scheme, children shall, in the first half term find that all the learning is focused around <i>Make You Feel My Love</i> by Bob Dylan - a Pop Ballad sung by Adele.</p> <p>This unit listens and appraises with an improvisation element and composing. The lessons present an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing</p>

			<ul style="list-style-type: none"> • 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 patterns, combination of musical elements, cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.
DT	<p>Themed T shirts</p> <p>Chocolate Bar</p>	<p>This term</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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> • 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 	<p>Children will be taught to</p> <p>Use CAD to design and make a themed t shirt. Research fabric designs and consult with recipient.</p>

		<p>Design -</p> <ul style="list-style-type: none"> · carry out research, using surveys, interviews, questionnaires · identify the needs, wants, preferences and values of particular individuals <p>Make</p> <ul style="list-style-type: none"> · produce lists of tools, equipment and materials that they need · formulate simple step-by-step plans as a guide to making <p>Evaluate</p> <ul style="list-style-type: none"> · how much products cost to make · how sustainable the materials in products are <p>Look at ground breaking chefs and manufacturers</p> <p>Technical Knowledge -</p> <p>how food is processed into ingredients that can be eaten or used in cooking. Recipes can be adapted to change the appearance, taste, texture and aroma of a dish.</p>	<ul style="list-style-type: none"> · Know how to use utensils and equipment including heat sources to prepare and cook food. · Know and use relevant technical and sensory vocabulary · Understand the source of different food products 	<ul style="list-style-type: none"> · Children to research the process of making chocolate including FairTrade. · Look into the history of making chocolate bars and current innovative chocolate chefs and manufacturers · Design a new chocolate bar after carrying out research to form a design brief, including evaluating existing products · Make their bar including wrappings · Evaluate against decided criteria
Computing		<p>Children will be taught to:</p> <p>Purplemash 6:1</p>	<p>Code</p> <p>This concept involves developing an understanding of instructions, logic and sequences.</p> <p>Connect</p> <p>This concept involves developing an</p>	<p>Children will build on their knowledge of programming of other systems such as Scratch and Micro:bits to expand their basic understanding and knowledge of programming.</p>

		<p>Physical computing to explore the concept of selection in programming, using the Crumble programming environment.</p> <p>Children will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components.</p> <p>They will combine output components with controlling issues and conditions. The children will develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. They are introduced to selection, and learn to represent conditions and actions using the If... Then... structure.</p> <p>children make use of their understanding of micro-controllers, output devices and selection when designing a project to meet the requirements of a given task. Also children will build on the designs they developed in the previous lesson by creating an algorithm to meet the requirements of the given task. Then Finally, they will conclude the unit by evaluating their algorithms and other areas of their designs.</p>	<p>understanding of how to safely connect with others through programs and apps.</p> <p>Communicate This concept involves using apps to communicate one's ideas.</p>	<p>Children to design using a task given to them. Writing and testing Algorithms.</p>
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MFL		<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>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>describe people, places, things and actions orally and in writing</p>	<p>A focus on Reading so children can read and understand the main points and some of the detail in short written texts.</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>Speak confidently</p> <ul style="list-style-type: none"> • Take part in conversations to seek and give information. • Vary language and produce extended responses. • Be understood with little or no difficulty. 	<p>Our topics this term are:</p> <p>As-tu un animal?</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but") <p>Les Jeux Olympiques.</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> □ Tell somebody in French the key facts of the history of the Olympics. □ Tell somebody in French the key facts of the modern Olympic games. □ Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. □ Say the nouns in French for key sports in the current Olympic games. □ Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. □ Understand the
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				concept of de la, de l' and du when you say you play a sport in French.	
RE	<p>Key question 1: <i>Why should I be good?</i></p> <p>Key question 2: <i>What difference does the Resurrection make to Christians?</i></p>	<p>(Through a "philosophical lens")</p> <ul style="list-style-type: none">• The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity.• Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences.• Two influential schools of moral philosophy; the deontological and utilitarian.• The work of philosophers: Plato & Kant <p>(Through a "theological lens")</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them.</p>			<p>Children will be using the Understanding Christianity and Saffron Trust Scheme resources to develop their understanding through an enquiry based approach.</p> <p>Each unit utilises different "lenses" as it its focus: theological, philosophical or sociological</p>
PSHE		<p>· How friends can communicate safely</p> <p>In this unit they will learn:</p> <ul style="list-style-type: none">• about the different types of relationships people have in their lives• how friends and family communicate together;			

		<ul style="list-style-type: none"> • how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p>• How can we help in an accident or emergency</p> <p>In this unit they will learn:</p> <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help 		
PE		<p>Pupils should be taught to:</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>We will focus on: Developing practical skills in order to participate, compete and lead a healthy lifestyle</p> <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. 	<p>This term we will focus on invasion games, dance, gymnastics and net and wall skills.</p> <p>In outdoor P.E. children will develop their handball 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 our Sports teacher.</p> <p>In indoor PE, children will build on previous work travelling over and under shapes made by a partner and will extend those skills to travel over a moving base. Co-operating with a partner they will design a sequence to</p>

			<ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a team • Compose creative and imaginative dance sequences, performing expressively using strong body posture. • Perform with high energy, slow grace or other themes and maintain this throughout a piece. • Give critique of dances, considering technique, control and balance. 	show variations in shape, speeds and direction and evaluate its effectiveness. These skills and sequences will be adapted and transferred to apparatus. Children will learn to express an idea in original and imaginative ways, performing complex moves that combine strength and stamina. They will give constructive feedback, considering technique, control and balance.
Visits/ Visitors		<p>Take one Book Week</p> <p>Computing specialist to introduce the children to microbit programming</p> <p>Samba and Carnival dance as part of our School Multicultural week</p>		