

## Year 5 & 6 Medium Term plan Summer 2024

<u>ALL CHANGE</u>	<b>NATIONAL CURRICULUM OBJECTIVES</b>	<b>SKILLS PROGRESSION</b>	<b>CURRICULUM OVERVIEW</b>
<b>MATHS</b>	<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"> <li>• Count and calculate in increasingly complex contexts, including those that cannot be experienced first-hand.</li> <li>• Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</li> <li>• Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</li> <li>• Explore numbers and place value so as to read and understand the value of all numbers.</li> <li>• Add and subtract using efficient mental and formal written methods.</li> <li>• Multiply and divide using efficient mental and formal written methods.</li> </ul>		<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-. Decimals, Percentages; Properties of shape and converting units</p> <p>Year 6- SATs revision; Statistics and Properties of Shape and Angles</p>
<b>ENGLISH</b>	<p>Writing: Different genres of writing will be covered this term:</p> <p>Narrative writing including dialogue using our class novels and short stories as a stimulus- different pieces will include action and suspense and a dilemma</p> <p>Recount writing after a visit to Mark's Hall or around Coggeshall</p> <p>Writing to instruct on how to cook a healthy meal</p> <p>Writing to persuade people to visit Coggeshall, therefore including information text</p> <p>Balanced Argument about whether children should be allowed mobile phones</p> <p>With a focus on:</p>		<p>The stimulus for our narrative writing this term will continue to be 'Journey to the River Sea' and a collection of short stories: these will inspire our narrative writing with a focus on interweaving narrative and dialogue.</p> <p>Reading fluency skills will continue to be of great importance this term. Regular comprehension sessions and in one of our</p>

	<ul style="list-style-type: none"> <li>• The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.</li> <li>• A vivid imagination which makes readers engage with and enjoy their writing.</li> <li>• A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.</li> <li>• Well-organised and structured writing, which includes a variety of sentence structures.</li> <li>• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.</li> <li>• A love of writing and an appreciation of its educational, cultural and entertainment values.</li> </ul> <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"> <li>• Excellent phonic knowledge and skills.</li> <li>• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.</li> <li>• Knowledge of an extensive and rich vocabulary.</li> <li>• An excellent comprehension of texts.</li> <li>• The motivation to read for both study and for pleasure.</li> <li>• Extensive knowledge through having read a rich and varied range of texts.</li> </ul>		<p>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 &amp; 4 and 5 &amp; 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>
<p><b>GEOGRAPHY</b></p> <p>LOCAL STUDY- COGGESHALL</p>	<p>Geographical skills and fieldwork:</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>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.</p>	<p>Investigate places:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Linked to our Local study unit the children will observe and map human and physical features of Coggeshall using a range of resources.</p> <p>The children will visit Markshall to conduct a field study</p>
<p><b>SCIENCE</b></p>	<p>Pupils should be taught to:</p> <p>describe the changes as humans develop to old age.</p>	<p>Biology:</p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> </ul>	<p>In this term, we shall revise aspects of this topic taught in lower key stage 2 to ensure children have a sound understanding of the human skeleton and digestive system before children learn</p>

<p><b>ANIMALS INCLUDING HUMANS</b></p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Children will work scientifically in their:</p> <p>planning different types of scientific enquiries to answer questions, including</p> <p>recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>about the human body in further detail. Additionally, we shall study how humans change over time, beginning with gestation and comparing the development of young with other animals.</p> <p>In conjunction with PSCH and PE, we shall plan experiments related to exercise and the effect it has on the body.</p>
<p><b>HISTORY</b></p> <p>LOCAL STUDY- COGGESHALL</p>	<p>A local history study</p>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> </ul>	<p>We will be investigating the changes to our local area from 1926-today - from the birth of the Queen to present day.</p> <p>Children will use the museum and heritage societies to understand about the locality</p>

		<ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate</li> </ul>	<p>of the school and explore artefacts and sources of evidence.</p> <p>The children will finish the unit by researching their own line of enquiry.</p>
<p><b>ART AND DESIGN</b></p> <p>LOCAL STUDY.</p> <p>HUMAN FEATURES</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.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> </ul>	<p>Children will make observational sketches of buildings in Coggeshall, considering proportion, scale and perspective. They will use these sketches to inform their clay work where buildings will be replicated and sculpted to represent some of the historic buildings of Coggeshall.</p> <p>Observational drawings of human features- children will use a mix of photography and sketching to produce a concertina effect self-portrait</p>
<p><b>MUSIC</b></p> <p>DANCING IN THE STREET</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</p>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and</li> </ul>	<p>Using the Charanga Music Scheme, children shall, in the first half term find that all the learning is focused around:</p>

	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	<p>appraise music • Sing or play from memory with confidence.</p> <ul style="list-style-type: none"> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	<p>Dancing in The Street by Martha and the Vandellas.</p> <p>In the second half term we shall learn and perform songs and actions from our Summer show (To be decided!)</p>
<p><b>DT</b></p> <p>HEALTHY LIFESTYLES</p>	<p>Pupils should be taught to:</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<p>Research and understand the health benefits of Mediterranean type diets.</p> <p>Design and cook a plant-based meal based on Mediterranean cuisine</p> <p>Develop knife skills</p> <p>Follow recipes and safety instructions to cook flatbreads and dips.</p> <p>Investigate costs for own meal and consider seasonality.</p>

<p><b>COMPUTING</b></p> <p>ALL CHANGE</p>	<p>Pupils should be taught to:</p> <p>In this Vector unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.</p> <p>Learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>		<p>In the first half term children will explore vector drawing which involves using publisher and Google Docs to make drawings on the computer using various shapes and commands within the programs.</p> <p>In the second half of the term we are using Scratch to create quizzes and test and evaluate the whole process.</p>
<p><b>MFL- FRENCH</b></p> <p>HEALTHY LIFESTYLES</p>	<p>Pupils should be taught to:</p> <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>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"> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> </ul> <p>Speak confidently</p> <ul style="list-style-type: none"> <li>• Take part in conversations to seek and give information.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul>	<p>Using the Language Angels Scheme, children will learn about Healthy Eating and by the end of this unit children will be able to: Say and write what they eat and drink to stay healthy. Say and write what they do not eat and drink to stay healthy. Say and write the activities they do and do not do to stay healthy, including a choice of physical activities. Follow a simple, healthy recipe in French</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>Write imaginatively</p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words</li> </ul>	
<p><b>RE</b></p> <p>1. Other faith unit - theology lens</p> <p>2. Christianity</p>	<ol style="list-style-type: none"> <li>1. Enquiry question: How do Hindus make sense of the world?</li> <li>2. Unit: Kingdom of God</li> </ol>	<ol style="list-style-type: none"> <li>1. Children will investigate Hindu beliefs about the cycle of life-birth-rebirth (Samsara) and how the concept of karma and reincarnation affects their behaviour. They will also find out about the influences of Mahatma Gandhi.</li> <li>2. Children will study Biblical source texts to see how the Kingdom of God is represented and explained through stories, verses and parables and how Christians reflect this understanding in their actions and behaviours</li> </ol>	<p>Children will be taught according to content from the Saffron Academy Trust scheme and the Understanding Christianity scheme</p>
<p><b>PSHE</b></p> <p>HEALTHY LIFESTYLES</p> <p>GROWING, CHANGING</p> <p>RELATIONSHIPS</p>	<p>Pupils should be taught:</p> <p>What makes a healthy diet</p> <p>What influences our food and drink choices</p> <p>Why we need to exercise</p> <p>How we have a healthy and balanced lifestyle</p> <p>How our bodies change in puberty</p>		<p>Children will learn about the "Eatwell plate" and the proportions of different food groups we should eat.</p> <p>They will learn how they could prepare their own healthy dinner and the factors, which affect our choices.</p> <p>We will learn about the concept of consent and keeping ourselves in safe and</p>

	<p>How humans reproduce</p> <p>To learn about giving and asking for permission</p> <p>To know about personal boundaries</p> <p>To learn about appropriate and inappropriate touch</p>		<p>happy relationships and where to seek support.</p> <p>Children will be able to describe how the babies are made and born and how are growing bodies and emotions adapt to adulthood.</p>
<p><b>PE</b></p> <p><b>HEALTHY LIFESTYLES</b></p>	<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"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p>Circuits</p> <p>Athletics</p> <p>Striking/fielding (Rounders/cricket)</p>
<p><b>VISITS/VISITORS</b>    Walk to Mark's Hall    Coggeshall museum trip    First Aid training</p>			