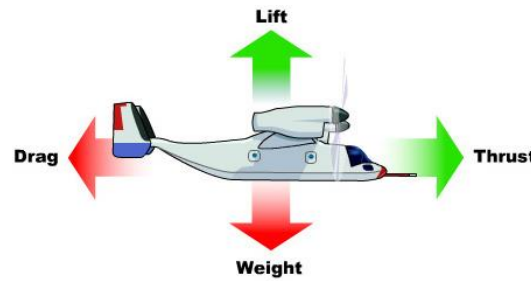


English

Fiction – the children will write a narrative linked to a tragedy.

Non-Fiction – the children will write explanations and instructions. The children will use a variety of formality appropriate to the writing and adapt the content of their writing depending on the genre and audience.

Personal spelling lists, revising rules for adding prefixes e.g. il, ir, im, in etc. and homophones.



Forces

RE - How can the story of Daniel inspire us?

Through the stories of Daniel the children will have a brief look at Jewish food laws, discuss wisdom and the characteristics of God. They will also learn about persecuted Christians today, gain a greater understanding of the lives and resilience of the early Christians and learn basic facts about how Christianity came to Britain.

DT – How will your vehicle move?

Children will investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems and may use videos and photographs of products that cannot be explored through first-hand experience. They will design and evaluate a controllable vehicle.

Computing – To Program

The children will: record detailed instructions (the algorithm) required to achieve an outcome and refer to this when programming; begin to plan, program, test and review a program and create variables to provide a score or trigger an action in a game (Scratch / Kodu).

Geography

What's so special about the Mediterranean especially Italy?

The children will look at the continent of Europe, the key cities and features of the area. Then take a closer look at the Mediterranean Sea, its coasts and continental plates before exploring the regions of Italy – their similarities and

Music – Hip Hop

Science –

How do we slow things down?

Children will explore falling objects and raise questions about the effects of air resistance. They will explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They will experience forces that make things begin to move, get faster or slow down. Children will explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. They will find out about: Galileo Galilei and Isaac Newton.

Art

How many colours can you make?

Using the works of Leonardo De Vinci the children will create imaginative work, mixing and matching colours for mood and feeling, as well as working with complementary colours.

Physical Education

Athletics – the children will develop flexibility, strength, technique, control and balance through athletics as well as use running, jumping, throwing and catching in isolation.

Spanish – At the beach

The children will explore the beach; look at beach bag items, food at the beach and beach games.

PHSCE – the children will understand that there are many situations in which collaboration is necessary and the need to develop team work skills

Year 5/6 Cycle A Medium Term Outline Planning – Web Published Planning

DRIVING THEME: How do you slow things down? Science	Main text: Titanic
PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map).	
As Scientists we will: Work Scientifically. Understand forces.	<p>To work scientifically</p> <ul style="list-style-type: none"> • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests <p>To understand forces</p> <ul style="list-style-type: none"> • 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
As Artists we will: Study Leonardo de Vinci	<ul style="list-style-type: none"> • develop a painting from a drawing • explore techniques using different mediums and materials • create imaginative work from a variety of sources e.g. observational drawing, poetry, music • mix and match colours for mood and feeling

	<ul style="list-style-type: none"> • identify primary, secondary and complementary colours • work with complementary colours
<p>As Geographers we will study Italy:</p> <p>Investigate places/ locations Communicate geographically</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region in a European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p>As designers we will:</p> <p>Study mechanical systems- pulleys or gears</p>	<p>Technical knowledge</p> <ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
<p>As writers we will:</p>	<ul style="list-style-type: none"> • Draw on initial ideas and develop them, drawing on reading and research where necessary • Identify a specific audience and purpose for writing • Use 1st, 2nd and 3rd person appropriately, varying the tense • Use a variety of formality appropriate to the writing • Adapt the content of their writing depending on the genre and audience.
<p>As Mathematicians we will:</p>	<ul style="list-style-type: none"> • Solve problems involving calculation and conversion of measures to 3d.p. • Use a protractor to measure and draw angles to the nearest degree.

	<ul style="list-style-type: none"> • Know imperial units: mile, pint, gallon, pound, ounce and rough equivalents of: lb and kg, oz and g, miles and km, litres and pints/gallons. • Estimate and calculate volume of cubes/ cuboids as cm^3 and m^3 • Know that the angle sum of a triangle is 180° • Recognise and find missing angles where they are vertically opposite • Illustrate and name parts of a circle - radius, diameter and circumference. Know that diameter is twice the radius • Describe position on full coordinate grid (all 4 quadrants) • Interpret and construct pie charts and use to solve problems.
Thinking spiritually we will:	<ul style="list-style-type: none"> • Study the Book of Daniel Chapters 1 - 7 • Understand Daniel and his friends were strangers in a foreign land and they had their names changed. • Understand that thee men were given gifts and talents by God and so are we. • Discuss what it means to stand firm in your beliefs and what it means to have faith • Use the stories to explore the nature and characteristics of God • Talk about persecuted Christians in the wold today and about the charities supporting them.
Using ICT we will: program	<ul style="list-style-type: none"> • Children recognise the need for an effective algorithm to achieve a specific outcome. • They understand that efficient procedures are important for effective outcomes. • Children begin to recognise the need to break problems up into smaller parts to achieve a solution. • Children recognise that sensing change can be used to begin an action. • Children begin to understand the need for logical reasoning to detect and correct errors in a program.

	<ul style="list-style-type: none"> Children recognise a variable in an algorithm or program and begin to understand why it is needed.
<p>During PSHE we will: Study relationships</p>	<ul style="list-style-type: none"> Understand that there are many situations in which collaboration is necessary Understand the need to develop team work skills Recognise that there are many roles within a community Understand the need to collaborate in a group situation
<p>During Spanish we will: Go to the beach</p>	<ul style="list-style-type: none"> 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; 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* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing

As Musicians we will:

Study Hip Hop

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.