

English

Fiction Macbeth – the children will write narratives linked to Macbeth and diary entries.

Non-fiction – the children will write newspaper reports. In all writing, the children will vary sentence length and structure using a range of punctuation (, () "" and -)

Handwriting: Developing joins and fluency.

Personal spelling lists, revising rules for cious or –tious, -cial or –tial, ance, –ancy, –ent, –ence, –ency



History

Why did the Saxons invade?

Initially the children will investigate why the Saxons invaded and look at their settlements and then explain how this has been deduced from historical evidence. They will then explore evidence from an unmarked grave to discover who it belonged to.

Maths

The children will: read, write, order and compare numbers to 1 000 000; round any number to the required degree of accuracy; compare and order fractions, including fractions >1 ; identify common multiples, common factors and prime numbers; multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams; begin to calculate percentages of quantities and measures; begin to use a protractor to measure and draw angles to the nearest degree; estimate volume and capacity, e.g. using 1 cm^3 blocks and water; identify the steps needed to solve a multi-step problem; solve problems involving scaling by simple fractions.

Physical Education

Games – the children will play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Spanish – My school, your school

The children will practise phrases, “he is called, she lives, I like” etc. They will learn school subjects and extended feelings/ opinions.

PHSCE – the children will study how to control and manage their emotions

Shelters

RE- How and why is the Bible used?

The children will: see and handle a wide variety of Bibles, talk to an adult about how and why they use/read the Bible and compare the teaching of the Bible and Christian behaviour. They will also discuss Jesus’ teaching content and methods.

DT – What will your design be?

Children will investigate and make annotated drawings of a range of portable and permanent frame structures, e.g. tents, bus shelters, umbrellas. They will use photographs and web-based research to extend the range looking at the needs and purpose of the shelter and the materials chosen before designing and making their own.

Computing – E-Safety

The children will be considering the issue of being kind and respectful, children will create a checklist with a partner about ways in which they can use technology safely, respectfully and responsibly; recognising acceptable and unacceptable behaviour and identifying a range of ways to report concerns about content and contact.

Music – Pop Music

Science

What are the stages in an animal’s life?

Children will draw a timeline to indicate stages in the growth and development of humans. Also they will learn about the changes experienced in puberty.

As part of their research they will find out the gestation periods of other animals and compare them with humans; by finding out and recording the length and mass of a baby as it grows.

Art

Who was Antonio Gaudi?

Using Antonio Gaudi as a stimulus the children will further develop their drawing skills. They will begin to develop an awareness of composition, scale and proportion in their own observational drawings.

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

Published Planning

DRIVING THEME: Anglo -Saxons, Scots	Main text – Macbeth
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 animals and humans.	<p>To work scientifically</p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments <p>To understand animals and humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age.
As Historians we will: Learn about Britain's settlements	<p>To build an overview of world/local history including:</p> <ul style="list-style-type: none"> Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture
As Artists we will: study Antonio Gaudi (architect)	<ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images Develop close observation skills using a variety of viewfinders Use line, tone and shade to represent something they observe, remember or imagine Use dry media to make different marks, lines, patterns and shapes within a drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes Begin to use simple perspective in their work using a single focal point and horizon Begin to develop an awareness of composition, scale and proportion in own observational drawings e.g. foreground, middle ground and background Use different techniques for different purposes i.e. shading, hatching
As Writers we will:	<ul style="list-style-type: none"> Vary sentence length, structure and subject to help expand ideas, convey key issues / facts or provide emphasis, detail and description. Use different sentence types, e.g. questions, direct / reported speech, commands (<i>Turn upside down</i>) used appropriately. Use a range of punctuation, almost always correctly, e.g. commas mark phrases and clauses, brackets, dashes. Organise text by paragraphs or sections which enable coherent development and control of content across the text.

	<ul style="list-style-type: none"> • Develop information / events in depth within some paragraphs and / or sections. • Show relationships between paragraphs or sections giving structure to the whole text, e.g. links make structure between topics clear; connections between opening and ending.
As Mathematicians we will:	<ul style="list-style-type: none"> • Read, write, order and compare numbers to 1 000 000 • Round any number to the required degree of accuracy • Compare and order fractions , including fractions >1 • Identify common multiples ,common factors and prime numbers • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Begin to calculate percentages of quantities and measures • Begin to use a protractor to measure and draw angles to the nearest degree • Estimate volume and capacity , e.g. using 1 cm³ blocks and water • Identify the steps needed to solve a multi- step problem • Solve problems involving scaling by simple fractions
Thinking spiritually we will: study the Bible and Jesus as a teacher	<ul style="list-style-type: none"> • How and why Christians use the Bible. • Why the Bible is presented in many ways. • How the Bible gives guidance for daily living. • The translation of the Bible in history and today. • Learning how to reference a Bible. • The work of The Gideon's and The Bible Society. • Exploring further the character of Jesus looking at him as a great teacher • That Jesus taught by example and through stories. • He taught us about behaviour, attitudes and values.
Using ICT we will: Study e-safety	<ul style="list-style-type: none"> • Children learn how to stay safe when using the Internet and how to keep personnel information private. • They talk about current issues such as Cyberbullying / friendship, mobile phone use and sensible and safe use of technology. • They also talk about being aware of how long they spend using this technology and how they can take ownership of their usage.
During PSHE we will: Study emotions	<ul style="list-style-type: none"> • Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • Managing changing emotions and recognise how the can impact on relationships • Know about and understand the cyclic nature of life and ow death is an inevitable part of the cycle • Understand the need for empathy when peers are experiencing conflict at home

	<ul style="list-style-type: none"> • Understand the benefits of living in a diverse community and learn to celebrate diversity
<p>During Spanish we will: Study our school your school</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
<p>As Musicians we will: Study Pop Music</p>	<ul style="list-style-type: none"> • 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.