

English

Poetry- Dulce et Decorum (WW1 poem) based on imagery.

Fiction- The Piano. The children will learn how to write flashbacks and time shifts.

Non-fiction- letter writing from the trenches.

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

How and why did WW1 start?

Initially the children will investigate what the term war means and place events in chronological order. They will use a range of historical evidence to think about why the war happened, the role of propaganda and what life was like for all involved during WW1.

Maths

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit; Use negative numbers in context, and calculate intervals across zero; Round any whole number to a required degree of accuracy; Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000; Perform mental calculations, including with mixed operations and large numbers; Use estimation to check answers to calculations and determine in the context of a problem; Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why; Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.

WW1

Music- Benjamin Britten (Western Classical music), Gospel, Bhangra

RE- Life is a journey

Children will have an opportunity to ponder on the thought that life is a journey and what it means to make that journey as a Christian. They will begin to understand the concept of undertaking a religious pilgrimage.

Science-How does light help us see?

Children will investigate shadows, reflection and refraction of light. They will carry out fair tests and write up scientific experiments, making sound conclusions from their evidence.

Physical Education

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

Computing-Databases

Children are given an understanding of spreadsheets and how they can be used. They will learn skills in formatting and entering specific formulas. They will move onto investigative skills in using the spreadsheet to solve specific problems.

Art-Paul Nash

Children will study the impact of WW1 artists and what we can learn from their work. They will study painting techniques and then recreate an element of one of Paul Nash's paintings.

Spanish – My everyday life

The children will practise phrases, relating to their everyday life.

PHSE-In your element

Year 5/6 Cycle B Medium Term Outline Planning - Web

Published Planning

DRIVING THEME: WW1	Main text - Dulce et Decorum/ The Piano
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 light.	<p>To work scientifically</p> <ul style="list-style-type: none"> • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • take measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, and models • report and represent findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>To understand light;</p> <ul style="list-style-type: none"> • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. • 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.
As Historians we will: Learn about British History	<p>To build an overview of world/local history including:</p> <ul style="list-style-type: none"> • study of an aspect or theme in British History beyond 1066 • develop a chronology of knowledge & understanding of Britain, local & world history. • ask appropriate historical questions about change, cause, similarity, difference & significance. • understand that source materials can give differing versions of past events & give reasons.

<p>As Artists we will: study Paul Nash (WW1 artist)</p>	<ul style="list-style-type: none"> • Study great artists in history. • Create sketch books to record observations and use them to review and revisit ideas • 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 develop an awareness of composition, scale and proportion in own observational drawings e.g. foreground, middle ground and background
<p>As Writers we will:</p>	<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 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. • 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.
<p>As Mathematicians we will:</p>	<ul style="list-style-type: none"> • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. • Use negative numbers in context, and calculate intervals across zero. • Round any whole number to a required degree of accuracy; • Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000. • Perform mental calculations, including with mixed operations and large numbers. • Use estimation to check answers to calculations and determine in the context of a problem. • Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

<p>Thinking spiritually we will: study 'Life as a Journey'</p>	<ul style="list-style-type: none"> • Understand the ways in which having faith effects your life from simple daily routines to bigger choices and rites of passage; • Explain how having faith makes an impact of the life of a Christian. • Reflect on their life journey so far, describe and explain their hopes for the future.
<p>Using ICT we will: Study databases</p>	<ul style="list-style-type: none"> • Collect, analyse, evaluate and presenting data and information in a variety of forms. • Solve a range of problems using databases.
<p>During PSHE we will: In your element</p>	<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: Benjamin Britten (Western Classical music), Gospel, Bhangra</p>	<p>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"> • 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.

