

## English

**Fiction** – the children will produce narratives based on a quest and poetry

**Non-Fiction** – the children will persuade others through their writing

The children will use a wide range of devices to build cohesion within and across paragraphs and ensure the tense is consistent across the piece of writing

Handwriting: Developing fluency and own style.

Personal spelling lists, revising rules for –ei after c, ough, ing and ed

## Maths

The children will: interpret remainders as whole numbers, fractions and decimals as appropriate; check solutions by applying inverse operations or estimating using approximations; calculate fractional or % parts of quantities and measurements ; use all four operations with decimals to 2 places to solve multi-step problems; explain methods and reasoning orally and in writing; express a general statement in words and symbolic form; recognise and build 3D shapes and construct nets; compare and classify geometric shapes based on properties and find unknown angles; begin to plot co-ordinates in all 4 quadrants; draw and label 2D shapes.

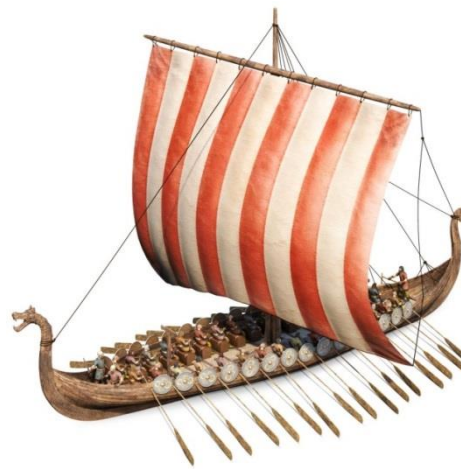
## Physical Education

**OAA** – the children will take part in outdoor and adventurous activity challenges both individually and within a team.

## Spanish – Healthy eating/ carnival/ colours

Children will extend their knowledge of fruits/ vegetables – giving preferences. As well as describing clothes using a variety of adjectives.

**PHSCE** – the children will work collaboratively towards common goals and listen to show consideration for other people's views.



# Vikings

## RE- Who are the important women in the Old Testament?

The children's knowledge and understanding will be developed of the roles and significance of women in the Bible. They will reflect upon the actions of these women and consider what they can learn from their stories.

## Music – Jazz, Latin and Blues

## Computing – To Collect

The children will use tools such as searches, filters, sorting and graphing to refine the information they collect, understanding which searches and graphs are relevant to a specific problem. They will create more complex databases to store and search for relevant information.

## History

### Were the Vikings raiders or traders?

Initially the children will act as Saxon spies to find out what the Vikings were really like. They will look at their legendary ships and discover why they were so effective before examining a Viking burial site using this as a way to investigate more about the Viking way of life.

## Science

### Which material would be the most effective?

Children will explore and compare the properties of a broad range of materials, including relating these to what they learnt about magnetism and electricity in class 3. They will explore reversible changes; including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils will explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They will find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes.

## DT

### What will your bread look like?

The children will evaluate a range of different breads looking at the shape and taste. Then the children will design their own type of bread using ingredients that are in season. They will measure, cut and combine the ingredients using appropriate utensils and hygiene. The children will then evaluate their own product.

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

<p><b>DRIVING THEME:</b> Why do people go on quests?</p>	<p><b>Main text: Beowulf/ The Hobbit</b></p>
<p>PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map).</p>	
<p><b>As Scientists we will:</b> Work Scientifically. Understand properties and changes of materials</p>	<p><b>To work scientifically</b></p> <ul style="list-style-type: none"> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul> <p><b>To understand properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,</li> </ul>

	<p>including metals, wood and plastic</p> <ul style="list-style-type: none"> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
<p><b>As Historians we will:</b></p> <p>Study the Viking struggle for the kingdom of England</p>	<p>To build an overview of world/local history</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> </ul>
<p><b>As Geographers we will study Rio De Janerio:</b></p> <p>Investigate places Investigate patterns Communicate geographically</p>	<p>To investigate places</p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</li> </ul> <p>To investigate patterns</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of Rio de Janerio.</li> </ul> <p>To investigate patterns</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• Key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>
<p><b>As Writers we will:</b></p>	<ul style="list-style-type: none"> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Evaluate our writing, and that of others, promote changes to vocabulary and sentence structure</li> <li>• Ensure tense is consistent across the piece of writing</li> <li>• Consider how authors have developed their ideas for characters and setting</li> <li>• Use dialogue to convey layers of detail about a character</li> </ul>

	<ul style="list-style-type: none"> <li>• Use dialogue to advance the narrative</li> <li>• perform and read aloud our own work to encourage awareness of purpose and audience</li> </ul>
<p><b>As Mathematicians we will:</b></p>	<ul style="list-style-type: none"> <li>• Interpret remainders as whole numbers, fractions and decimals as appropriate</li> <li>• Check solutions by applying inverse operations or estimating using approximations.</li> <li>• Calculate fractional or % parts of quantities and measurements</li> <li>• Use all four operations with decimals to 2 places to solve multi-step problems</li> <li>• Explain methods and reasoning orally and in writing.</li> <li>• Express a general statement in words and symbolic form</li> <li>• Recognise and build 3D shapes and construct nets</li> <li>• Compare and classify geometric shapes based on properties and find unknown angles</li> <li>• Begin to plot co-ordinates in all 4 quadrants</li> <li>• Draw and label 2D shapes accurately specified by their coordinates, predicting missing coordinates</li> <li>• Use, read write and convert between standard units of length, mass, volume and time</li> <li>• Recognise that shapes with the same area can have different perimeter and vice versa</li> <li>• Understand and use the formula in words length x breadth for the area of rectangle.</li> </ul>
<p><b>Thinking spiritually we will:</b> study women in the old testament</p>	<ul style="list-style-type: none"> <li>• The stories of women in the Old Testament such as Ruth, Esther, Jochebed the mother of Moses, Miriam Moses' sister, Hannah, Abigail, Rahab, Deborah, Sarah (Abraham's wife and Isaac's Mother), Rebecca (Isaac's wife and Jacob and Esau's mother), Leah and Rachel (Jacob's wives and Rachel is the mother of Joseph).</li> <li>• You will not have time to study the stories of all these women. Look at the stories of Ruth and Esther plus 2</li> </ul>

	<p>others with a brief mention of others. Cover the story of Esther through an exploration of the Jewish festival of Purim.</p> <ul style="list-style-type: none"> <li>• Highlight the choices made by these women how their actions reflect their values and commitments.</li> <li>• Acknowledge the women in the New Testament such as Mary, Elizabeth, Mary Magalene, Mary and Martha, Tabitha and Lydia.</li> </ul>
<p><b>Using ICT we will:</b> Learn to collect</p>	<ul style="list-style-type: none"> <li>• Children use the computer to sort, search and display their data in different ways.</li> <li>• They talk about the world around them, how data is stored and accessed and ways that they can use data handling in their own lives.</li> </ul>
<p><b>During PSHE we will:</b> Study health and wellbeing</p>	<ul style="list-style-type: none"> <li>• Work collaboratively towards common goals</li> <li>• Listen to show consideration for other people's views</li> <li>• Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> <li>• Know how to cook and apply the principles of nutrition and healthy eating</li> <li>• Prepare and cook with a variety of ingredients using range of cooking techniques</li> </ul>
<p><b>During Spanish we will:</b> Study healthy eating, ccarnival and colours</p>	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>

	<ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> </ul>
<b>As Musicians we will:</b> Study Jazz, Latin and Blues	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>