

English

Non-Fiction – the children will write biographies and letters

Fiction – the children will write animal stories.

The children will use vocabulary predominantly appropriate to text type and genre and develop ideas and events through elaboration and imaginative detail, e.g. expansion of key events / detailed characterisation.

Handwriting: Developing joins and fluency.

Personal spelling lists, revising rules for –able or –ible, –fer and use of the hyphen



Plant Survival

Maths

The children will: draw and translate simple shapes and reflect them in the axes; recognise and find angles where they meet at a point and one whole turn (total 360°); angles at a point or are on a straight line; solve comparison, sum and difference problems using information presented in graphs, charts and tables; order a set of mixed numbers; order a set of positive and negative numbers in context; X and ÷ decimals by 10 or 100 and 1000 and explain the effect; find percentage amounts of whole number quantities and divide fractions by whole numbers.

Physical Education

Dance – the children will perform dances using a range of movement patterns.

Gymnastics – the children will develop flexibility, strength, technique, control and balance

Spanish – Where I live, where you live

The children will build upon knowledge of shops/direction; locate major cities in Spain and national landmarks.

PHSCE – the children will learn about healthy eating and the use and misuse of a range of substances

RE – How do people celebrate Christmas around the world?

The children will identify the two stories (Matthew and Luke) and consider the purpose of the Gospel writers. They will also look at how people celebrate Christmas, through religion, around the world.

Music – Pop Music

Computing – To Collect

The children will use Excel to create spreadsheets using function buttons and formulas. They will also use databases to collect information and carry out different searches to retrieve information.

Geography

What are the differences between Banff and the Peak District?

The children will use maps, photographs and the internet to find out the physical and human geography of both parks before comparing them.

They will produce persuasive leaflets to encourage visitors to each park.

Science

How do plants survive?

Children will work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They will try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They will observe changes in an animal over a period of time, comparing how different animals reproduce and grow. The children will study David Attenborough

Art

What is Georgia O'Keefe known for?

The children will experiment with printing approaches and designs by Georgia O'Keefe, building up images through various printmaking e.g. polystyrene, string, and card.

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

Published Planning

DRIVING THEME: How do plants survive?	Main text: Biography David Attenborough, My Family and other Animals – Gerald Durrell
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 living things.	To work scientifically <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To understand living things and habitats <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals
As Artists we will: study printing using Georgia O'Keefe as a stimulus	<ul style="list-style-type: none"> experiment with printing approaches and designs by Georgia O'Keefe build up images or scenes through various printmaking e.g. polystyrene, string, card design prints for a product (fabrics, books, wallpapers etc.)
As Geographers we will: study National Parks Describe and understand physical and human geography Compare Peak District and Banff Communicate geographically	Locational knowledge <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) To investigate places <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a

	<p>region of the United Kingdom and a region within North or South America</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, rivers, mountains, • human geography, including: types of settlement and land use, economic activity including trade links, <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 • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
As Writers we will:	<ul style="list-style-type: none"> • Make sure the purpose of writing is clear and generally maintained with some effective selection and placing of content to inform / engage the reader. • Use vocabulary predominantly appropriate to text type and genre • Develop ideas and events through elaboration, nominalisation, and imaginative detail, e.g. expansion of key events / detailed characterisation. • Manipulate sentence construction to add meaning. • Refine sentence construction to express subtle distinctions of meaning, including hypothesis, speculation and supposition.
As Mathematicians we will:	<ul style="list-style-type: none"> • Draw and translate simple shapes and reflect them in the axes • Recognise and find angles where they meet at a point and one whole turn (total 360°) • angles at a point or are on a straight line • Solve comparison, sum and difference problems using information presented in graphs, charts and tables. • Order a set of mixed numbers. • Order a set of positive and negative numbers in context, • \times and \div decimals by 10 or 100 and 1000 and explain the effect.

	<ul style="list-style-type: none"> Find percentage amounts of whole number quantities Divide fractions by whole numbers
<p>Thinking spiritually we will: study Christmas around the World</p>	<ul style="list-style-type: none"> Comparison of the two Gospel accounts of the birth of Jesus The intended audience of the Gospel writers and how that effected the content of their writing The impact of these stories on our world today Christmas celebrations around the world (religious not secular although they do merge) Stories, food, decorations, music, artwork and Church services Story of St Nicholas and December 6th celebrations Story of St Lucia and celebrations in Scandinavia Orthodox Christmas celebrations
<p>Using ICT we will: Learn to collect</p>	<ul style="list-style-type: none"> Children use the computer to sort, search and display their data in different ways. 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.
<p>During PSHE we will: Study health and wellbeing</p>	<ul style="list-style-type: none"> Know about the different food groups and their related importance as part of a balanced diet Develop an awareness of their own dietary needs Take action based on responsible choices Identify the different kinds of risks associated with the use and misuse of a range of substances
<p>During Spanish we will: Studying where we live</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

	<ul style="list-style-type: none"> • 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:</p> <p>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.