

English

Fiction-Henry Box Brown -a picture book linked to our History topic

Sweet Clara and the Freedom Quilt

Non-fiction-Recount based on Christmas

In all writing, the children will vary sentence length and structure using an extended 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

Maths

Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.

Solve problems involving the calculation of percentages and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Use simple formulae Generate and describe linear number sequences.

Express missing number problems algebraically.

Find pairs of numbers that satisfy an equation with two unknowns.

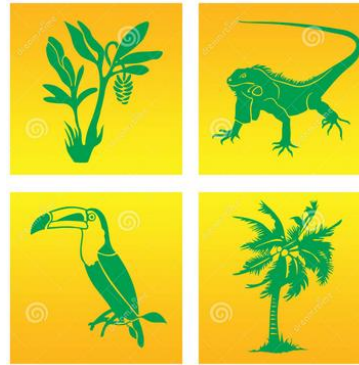
Enumerate possibilities of combinations

Physical Education

Dance- exploring and communicating ideas.

Spanish – Where I live/You live

The children will continue practicing phrases, relating to where they live.



Rainforests

RE- Eucharist

Understanding what the Eucharist is, what happens and its meaning.



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.

History

Why should the world be ashamed of slavery?

Key questions will be considered, including;
Why has slavery existed and what do we know about it?

What is the link between slavery and discrimination?

Geography

Why do we need to think about rainforests?

Key questions will be considered including;
Where rainforests located and what are their main features? Why rainforests often in the news are and what can we do to help? What can you find out about an endangered animal that live in the rainforest?

Science

Could Spiderman really exist?

Describe how living things are classified into broad groups according to common observable characteristic and based on similarities and differences, including micro-organisms, plants and animals.

Art- Textiles

Use fabric to create 3D structures
Linked to our Christian Values and links to History topic (Sweet Clara's Freedom Quilt)

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

Published Planning

DRIVING THEME: Rainforest Slavery	Main text – Henry Box Brown, Sweet Clara and the Freedom Quilt, The Great Kapok Tree
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 plants, living things and their habitats.	<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 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 presenting findings in written form, displays and other presentations <p>To understand living things and their habitats;</p> <ul style="list-style-type: none"> identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats. recognise that living things can be grouped in a variety of ways. classification of living things into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms give reasons for classifying plants and animals based on specific characteristics..
As Historians we will: Learn about slavery in the world.	<p>To build an overview of world/local history including:</p> <ul style="list-style-type: none"> study of an aspect or theme in 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>During Art/DT we will:</p> <p>Use fabric to create 3D structures</p>	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion and annotated sketches • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<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"> • Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Solve problems involving the calculation of percentages and the use of percentages for comparison. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. • Use simple formulae • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations

<p>Thinking spiritually we will: Study the Eucharist</p>	<ul style="list-style-type: none"> • To be able to explain the history of the Eucharist. • Give examples of some terms used by Christians associated with Eucharist and what these mean. • Understand what happens during the Eucharist and why. • Give reasons why the Eucharist is important.
<p>Using ICT we will: 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:</p>	<ul style="list-style-type: none"> • Understand why structure is needed in different situations. • Understand the term ‘anarchy’ and understand the implications of living in an anarchic society.
<p>During Spanish we will: Study 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; • 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: Grime, Classical, Bhangra, Tango, Latin Fusion</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 • 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.

