

STUNNING STARTER-9:15-10:15, 10:30-11:30, 1:15-2:15

PE session based around drills.
Fact trail around the grounds to then be presented in groups.
Food from the era.

Medium Term Plan



FANTASTIC FINISH-Open Afternoon

WW2 afternoon with singing and dancing (jitterbug) performed for parents.
Children read out the letters that have written as evacuees.

Term: Summer 2020 **Phase:** 5/6 **Teachers:** Mrs Bagwell, Mrs Billington, Mrs Harding, Mrs Jones and Mrs McEville

- Speaking and Listening
- Reading
 - Word Reading
 - Comprehension
- Writing
 - Phonics and Spelling
 - Punctuation
 - Vocabulary
 - Sentence and Text
 - Handwriting and Presentation
 - Composition
 - Story
 - Information
 - Poetry
 - Science
 - Working Scientifically – Planning
 - Working Scientifically – Recording Evidence
 - Working Scientifically – Conclusions
 - Plants
 - Animals, including Humans
 - Life Processes
 - All Living Things
 - Habitats
 - Everyday Materials
 - Changing Materials
 - Light and Sound
 - Electricity
 - Forces and Magnets
 - Mathematics
 - Problem Solving
 - Communicating
 - Reasoning
 - Number and Place Value
 - Mental Maths
 - Operations – Addition
 - Operations – Subtraction
 - Operations – Multiplication
 - Operations – Division
 - Fractions and Decimals (KS1)
 - Fractions, Decimals and Percentages (KS2)
 - Algebra (KS2)
 - Ration and Proportion (KS2)
 - Geometry – 2D Shapes
 - Geometry – 3D Shapes
 - Position and Direction (KS1)
 - Position and Movement (KS2)
 - Measures – Length
 - Measures – Mass
 - Measures – Capacity & Volume
 - Measures – Time
 - Statistics – Processing and representing data
 - Statistics – Interpreting data

- Physical Education
 - Swimming and Water Safety
 - Running & Jumping
 - Throwing & Catching
 - Flexibility, Technique, Control and Balance
 - Co-ordination, Agility & Strength
 - Movement & Pattern
 - Healthy & Active Lifestyle
- Computing
 - Finding Things Out
 - Making Things Happen
 - Programming
 - Sharing & Reviewing
 - Investigating & Exploring
- Art & Design
 - Drawing
 - Painting
 - 3D Modelling
 - Printing
 - Textiles
- Design & Technology
 - Design
 - Make
 - Evaluate
 - Axis, Pulleys and Gears
- Electrical and Mechanical Components
 - Food Technology
 - Mechanisms
 - Structures
 - Textiles
- Geography
 - Geographical Enquiry
 - Geographical Skills & Fieldwork
 - Location & Place Knowledge
 - Human and Physical
 - Sustainability
- History
 - Finding Out About the Past (Enquiry)
 - Finding Out About the Past (Chronology)
 - Historical Events
 - Lifestyles of People in the Past
 - Significant People in the Past
- Religious Education
 - Learning about Religion
 - Learning from Religion
- Modern Foreign Languages
 - Listening and Responding
 - Speaking
 - Writing
- Music
 - Play and Perform
 - Improvise and Compose
 - Listen and Understand
 - Musical Notation (KS2)
 - History of Music
- PSHE
 - Health & Wellbeing
 - Relationships

What comes first, the chicken or the egg?

Writing Genres			
Story	Debate	Balanced argument	Instructions
Newspaper reports	Letters / Diary	Play Scripts	Recount
Persuasive	Explanation	Biography	Autobiography

English Reading:
Guided Reading (groups and whole class)

- Read and respond
- Inference, predictions, summarising and literal style questions
- skimming and scanning to locate answers
- text marking
- understanding and finding synonyms for words
- identifying more than one piece of evidence to support a point
- preparing presentations about books and responding to questions about them
- learning poems by heart

-SUPPORTING ANSWERS WITH EVIDENCE FROM THE TEXT

MATHS- Each class will teach from their question analysis.
To have a secure knowledge of all areas of maths: place value, four operations, angles, shapes, position and direction, statistics, algebra, ratio and proportion, and measurement.
All areas covered in morning maths with reasoning and problem solving as well as fluency,

English Writing:

- write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader.
- Recount – of the trip to the Pleasure Beach
- Letter – as an evacuee to parents back at home. (history and geography link)
- Newspaper report - linked to the events both at home and away during WW2 (history and geography link)
- Balanced argument – linked to the environment (science link)
- Debates – Linked to the environment (science and PSHE link)
- Narrative (play script) – linked to WW2 (history and geography link)
- Narrative (story) – linked to WW2 (history and geography link)
- in narrative describe setting, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- use a range of devices to build cohesion
- use verb senses consistently

SPaG:

- Use a range of punctuation
- Spell correctly most words from the 5/6 spelling list
- Understand active and passive voice and apply this in writing
- Question analysis from MOCKS per class.

KEY EVENTS:
SATs week
Healthy Living Week
Sports Day
Year 5 camp
Year 5/6 Production
Year 6 leavers assembly
Class assembly
Puberty talk
Pleasure Beach Trip

Texts			
Big Tom BY Jean Ure	Bombs and Blackberries by Julia Donaldson	Letters from the Lighthouse by Emma Carroll	Friend or Foe, Adolphus Tips by Michael Morpurgo

GEOGRAPHY

- To locate and name the main counties and cities in England.
- To compare two localities.
- To understand the key physical land features of the Blackpool coast.
- To consider human geography linked with the war years eg the bombing of buildings, terraced housing, changing roles at work, migration, population explosion, choropleth, density, distribution.
- To use source material to understand the changes in both human and physical geography.
- To use 6 figure grid references.

HISTORY

- To make comparisons between different times in the past.
- To sequence up to 10 events on a time line.
- To study the changing role of women during the war years.
- To consider how culture changed during the war years.
- To show an understanding of connections, contrasts and trends over time.
- To know key dates, characters and events of time studied.
- To compare accounts of events from different sources – fact or fiction.
- To offer some reasons for different versions of events.
- To be aware that different evidence will lead to different conclusions.
- To recognise primary and secondary sources.
- To bring knowledge gathered from several sources together in a fluent

RE - Christianity - The Church - How do people decide what to believe?

- What do Christians understand by one God in Trinity?
- Why do churches have an agreed statement of belief? Describe and explain symbols.
- Consider sources of authority that might guide individuals and communities.
- Raise meaningful questions about the things that puzzle them. - Differentiate between questions that can be answered factually and those that have a range of answers including personal beliefs and values.

Buddhism - What can stories teach us?

- Develop understanding of how oral traditions can preserve and aid dissemination of information.
- Know that the Buddha's early oral teachings were later written down.
- Know how the scriptures are used and valued.
- Understand some of the teachings found in the Sutta Pitaka.
- Consider writings that may be valuable to their lives.
- Reflect on how written advice may be helpful in their daily life.

SMSC/ PSHE / BRITISH VALUES-

- Democracy -Rule of the law -Individual Liberty
- Individual Liberty -Tolerance of different faiths and beliefs.

PE

- Dance** To create their solo dance, to explore and create a group dance based on WW2, to create a duet with a partner and make decisions to improve it, to learn and practice dance performance skills, to learn how to contrast a dance including a range of directing skills, and to demonstrate all previous dance performance and choreography.
- Cricket** To develop sending a ball, to develop fielding skills, to develop sending and striking a ball, to develop striking a ball and apply simple tactics in a game and to apply basic principles of striking and fielding in a game.
- Athletics** To develop running skills in isolation, develop throwing skills, to explore combining jumping actions, to develop jumping skills and to perform running, jumping and throwing skills in athletic type events,

COMPUTING

- To use Scratch: external triggers and infinite loops to control sprites.
- Create and edit variables.
- Use conditional statements.
- Design their own game including sprites, backgrounds, scoring and/or timers.
- Use conditional statements, loops, variables and broadcast messages in the game.
- To finish the game so that a player wins or loses and for the player to know this.
- Evaluate the effectiveness of the game and debug as required.

MFL – Animals/Human Body/Illness.

- Children will be able to: understand the main points from a short-spoken passage made up of familiar language in simple sentences, e.g. sentences describing what people look like (body parts).
- Ask and answer simple questions and talk about their interests - e.g. taking part in an interview about pets, discussing a picture with a partner, discussing animals.
- Children will be able to: understand the main point(s) and some of the detail from short written texts or passages in clear printed script.
- Children will be able to: write a few short sentences with support using expressions which they have already learnt.
- Write a short text about animals/pets, adapting language which they have already learnt.

MUSIC

- To play and sing phrases using dot notation.
- To read the musical stave, including the time signature and can work out the notes, EGBDF and FACE.
- To draw a treble clef at the correct position on the stave.
- To create songs showing understanding of the link between music and lyrics.
- To record own compositions.
- To demonstrate imagination and confidence in the use of sound.
- To use ICT to organize musical ideas.
- To create musical accompaniments reflecting given intentions, and record using standard notation.

SCIENCE-

- To describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.
- Describe how living things are classified into broad groups according to common observable characteristics; based on similarities and differences. Give reasons for classifying plants and animals.
- Describe the life process of reproduction in some plants and animals
- Find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals- including humans.
- Describe the changes as humans develop to old age – draw a timeline to indicate stages in the growth and development of humans.
- Learn about changes experienced in puberty.

ART

- To record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.
- To work confidently and creatively, adapting ideas, and taking risks when choosing tools, materials and media.
- To confidently work with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.
- To explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.
- To use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.

DT

- To plan the order of their work, choosing appropriate materials, tools and techniques.
 - To develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternatives if the first attempt isn't successful.
 - To make modifications as they go along. To achieve a quality product.
 - To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.
 - To plan the order of their work, choosing appropriate materials, tools and techniques.
 - To use information sources, including ICT images, when developing design ideas.
 - To evaluate against their original ideas and suggest ways that their product can be improved.
- Food- to communicate their ideas through detailed, labelled drawings.**
Food- to weigh and measure accurately (time, dry ingredients, liquids). To apply the rules of basic hygiene and other safe practices (oven use etc).

NON-NEGOTIABLES

- Food Technology
- Practical Science Experiments
- English unit evident and embedded throughout the week.

OUTDOOR LEARNING

- Fact trails and using the environment for art inspiration and taking pictures for the time laps.

Year 5- At the end of the summer term:

<p>Reading <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>Writing <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>Maths <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>Science <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>
<p>Art / DT <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>History <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>Geography <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>Computing <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>
<p>PE <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>RE <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>Music <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>	<p>MFL <i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>