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

-The Big Fairtrade Breakfast discussion-all food Fairtrade discuss where they came from and benefits.

**-**Baking Fair trade banana muffins- St Lucia

-Intro to Jean Baptiste-St Lucia artist-explore his vibrant painting techniques

**Medium Term Plan**

**FANTASTIC FINISH-Open Afternoon**

-Display work showcasing learning throughout the term

- American musical era day-dress up



**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

Earth and Space

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

**Term:** Spring 2021 **Phase:** UKS2

**Teachers:** Mrs Bagwell, Mrs Billington, Mrs Jones, Mrs McEvilly and Miss Wilson

**What can we see?**

**KEY EVENTS:**

-Class assemblies - Open afternoon

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing Genres** | | | |
| Story-traditional | Debate | Balanced argument | Instructions |
| Newspaper reports | Letters / Diary | Play Scripts/ Poetry | Recount |
| Persuasive | Explanation/Non Chron | Biography | Autobiography |

**ENGLISH** Reading:

Guided/Shared Reading (groups and whole class)

- Read and respond from fiction and non-fiction based on Fairtrade and musicians

- Inference, predictions, summarising, author’s choice of vocabulary, literal style questions

- skimming and scanning to locate answers

- identifying two pieces of evidence to support a point to then explain

**-** SUPPORTING ANSWERS WITH EVIDENCE FROM THE TEXT

* **Question analysis from MOCKS per class to inform individual class planning.**

**ENGLISH** Writing:

write effectively for a range of purposes and audiences, selecting language and vocabulary that shows a good awareness of the reader.

- To write an explanation text on Fairtrade science and geography links

- to write a persuasive report to persuade to choose Fairtrade or to visit St Lucia geography and science links

- Instructions on how to make a computer programme computing and DT link

- To write a story based on a significant musician music link

- To write a story based on history, science and geography link

- SPaG:

cohesion within and across paragraphs, varied use and accurate use of punctuation, correct use of tense, synonyms, expanded noun phrases, sentence starters, parenthesis to add more description, use a range of punctuation, Spell some words from the 5/6 spelling list

**Question analysis from SPaG MOCKS per class to inform individual planning.**

**MATHS- fluency, reasoning, problem solving and mastery and mastery with greater depth. Individual class data and assessment question analysis will inform teaching and learning focus within maths.**

Keeping the knowledge bubbling: place value and 4 operations, fractions, decimals and percentages (morning maths)

**-** Measure (scaling, calculate and compare areas using standard units, temperature, read, write and compare dialogue and digital)

- Algebra (use simple formulae, generate and describe linear number sequences, find pairs of numbers which satisfy an equation for two unknown numbers)

- Ratio and Proportion (solve problems involving similar shapes and scale factors, solve problems involving the relative size two quantities where missing values can be found, unequal sharing and grouping using knowledge of fractions and multiples)

- Statistics (calculate and interpret mean, median, mode and range, complete and interpret information in a variety of sorting diagrams, interpret and construct pie charts and line graphs to solve problems)

- Shape (distinguish between regular and irregular polygons based on reasoning on equal sides and angles, identify 3D and 2D shapes, angles at a point and one whole turn, finding missing and unknown angles, nets)

|  |  |  |  |
| --- | --- | --- | --- |
| **Texts** | | | |
| Blackbird Fly by Erin Kelly | CGP Study Book- north and South America | 2016, 2017 and 2018 reading booklets (after all MOCKS) |  |

**COMPUTING**

**Y5** Use Scratch to plan, create and run a set of instructions.

-Evaluate and edit the set of instructions to make them more efficient.

-Predict the outcome of a control procedure.

-Be aware of control applications in everyday life.

-Create patterns using repeated simple procedures.

-Test, modify and improve Scratch code.

-Explore the effect of changing a variable within a procedure.

-Predict the effect of changing a variable.

**Y6** -Use on-screen control software to plan, create and run a more complex set of instructions.

-Use information from a sensor (input) to initiate parts of the control program.

-Plan and create a control system to answer a task.

-Know when it would be appropriate to use a control system.

-Create more complex patterns using repeated simple procedures.

**RE – Islam - What is Hajj and why is it important to Muslims?**

-discuss the various events that might happen on the journey of life and how people might change over the course of their life

-describe and explain the importance of Hajj, including the practices, rituals and impact

-explain how a person might change once becoming a hajji

consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage

-analyse the Five Pillars of Islam and how they are linked

-explain how the beliefs and values of Islam might guide a person through life

**Christianity - Jesus - Why do Christians believe Good Friday is good?**

-explain how and why Christian individuals and communities might celebrate Holy Week

-explain different Christian beliefs about the Eucharist and its importance

-retell the events leading up to and including the death of Jesus

-explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life

-raise questions and discuss the extent to which they agree that ‘suffering makes you stronger’.

**MFL – Hobbies & Homes**

-understand the main points from a short-spoken passage made up of familiar language in simple sentences.

-ask and answer simple questions and talk about their interests.

-understand the main point(s) and some of the detail from short written texts or passages in clear printed script.

-write a few short sentences with support using expressions which they have already learnt.

**GEOGRAPHY**

-Identify their main environmental regions, key physical and human characteristics, and major cities.

-Linking with local History, map how land use has changed in local area over time.

-Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

-Compare **and contrast** a region in UK with a region South America with significant differences and similarities.

-Describe and understand key aspects of human and physical geography.

-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied

-Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

-Y6 extend to 6 figure grid reference with teaching of longitude and latitude in depth.

**HISTORY**

-Make comparisons between different times in the past in relation to how people, clothing, lifestyle and food has developed across continents. Sequence changes over time (y6 sequence up to 10 events across the world on a timeline).

-Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare across continents at a particular date.

-Know key dates, characters and events of time studied.

-Compare accounts of events from different sources – fact or fiction.

-Offer some reasons for different versions of events, presenting evidence to support this with some support. Y6 - Consider ways of checking the accuracy of interpretations.

-Find different sources of information.

-Use the library for research.

-Y6 Recognise primary and secondary sources.

-Y6 Use a range of sources to find out about an aspect of time past.

**SMSC/ PSHE / BRITISH VALUES**

**-**  Tolerance of different faiths and beliefs (RE link)

- Rule of the law

- Individual liberty

- Cultures (RE link)

- Risks and pressures (peer pressure, anti-social behaviour and risks)

- Being safe (current affairs) (computing link)

- Brexit (geography link)

**MUSIC**

**-** To discover and learn the music of a significant person and place- John Williams, American- link to English.

- To develop a better understanding of the history of music and to begin to investigate the different eras of music-link to significant place America- rock, jazz, Latin, blues etc.

- Create music with a structure and make use of musical devices (sequence), timbres, textures and techniques.

- Improvise and develop a wider range of rhythmic and melodic material when composing and compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet)-Use of ICT

- Share opinions about own and others’ work, offering specific comments and justifying these.

- Begin to use Italian music terms such as crescendo, diminuendo, forte and piano.

**OUTDOOR LEARNING**

-Maths

-Geography fieldwork-mapping, compass, human and physical

-Mrs Hicks groups

-Science- light and shadows, day and night

-History

**NON-NEGOTIABLES**

**-** Food technology

- English unit with reading and writing evident and embedded through-out the week

- Practical Science

**ART**

Look at prints in art, how are they used – look at various mediums and how discuss overlapping, patterns and repetitiveness.

Design your own print by developing and editing an awareness of colour and layering.

Create printing blocks by simplifying an initial sketch book idea

Use relief or impressed method Create prints with three overlays

Work into prints with a range of media e.g. pens, colour pens and paint

Combine prints.

Make connections, discuss and evaluate own and one another’s work.

Create own abstract pattern to reflect personal experiences and expression.

Use screen printing. To explore printing techniques by using various artists. To create own abstract pattern to reflect personal experiences and expression. To create pattern for a purpose.

**Design Technology**

* Pulleys and Gears, link to comprehension and Science.
* In groups make a pulley
* Describe and label How gears work. Bike day

Develop a clear idea of what has to be done, planning how to use materials, processes and equipment and suggesting alternatives.

Plan the order of work, choosing appropriate materials, tools and techniques.

Select appropriate tools and techniques. To use tools with skill, using equipment safely and accurately. To evaluate it personally and seek evaluation from others.

Select appropriate tools, materials, components and techniques. Assemble components to make working models.

Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.

**PE**

* **Gymnastics** counter balance and counter tension with a group, create and perform longer sequence of actions with a partner that shows awareness of the audience, identify aspects of their own and others’ performances, watch performances to make judgements and suggest ways to improve
* **Dance** identify aspects of their own and others’ performances, perform dances fluently and with control, perform to an accompaniment, watch performances to make judgements and suggest ways to improve, work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances
* **Net and wall games** Devise a scoring system., Hit the ball in the court away from opponent, know how to outwit them using speed height and direction of ball, know where to stand when attacking and defending, explain why they or others are playing well in the games, know what they need to get better at and what to practice, understand how to change court to make easier, understand practices to help with precision and consistency and speed about the court, keep possession of balls during games situations, consistently use skills with coordination, control and fluency, take part in competitive games with a strong understanding of tactics and composition, can create their own games using knowledge and skills, can modify competitive games, can compare and comment on skills to support creation of new games and can make suggestions as to what resources can be used to differentiate a game.

**SCIENCE-Location and movement of the earth and other planets/Light and shadows/day and night.**

-Describe the movement of the Earth, and other planets, relative to the Sun.

-Describe the movement of the Moon relative to the Earth.

-Describe the Sun, Earth and Moon as approximately spherical bodies.

-Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

-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.

-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.

-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

-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.

-Identify scientific evidence that has been used to support or refute ideas or arguments.

-Report and present 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.

-Use test results to make predictions to set up further comparative and fair test.