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

Look at the Plague doctor and his protective clothing and mask-design own protective mask.

-Look at remedies to cure the plague and make own herbal remedies.

-The Great Plague fact and fiction hunt-decide what is true or not.

**Medium Term Plan**

**FANTASTIC FINISH-Open Afternoon**

-Display of work showcasing learning from the term

-Apothecary stall of home-made cures

-Performance of own musical composition



**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

**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

**Term:** Summer 2021 **Phase:** 5/6 **Teachers:** Mrs Bagwell, Mrs Billington, Mrs Jones, Mrs McEvilly and Miss Wilson

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

**Who is top dog?**

**English Writing:**

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

* To write a recount of 5/6 trip
* To write a balanced argument about active and healthy lifestyles science, PE and PSHE link
* To debate about active and healthy lifestyles. Should we have chocolate as a snack in school? Should we have crisps in packed lunch boxes? science, PE and PSHE link
* To write and devise a narrative (play script) – linked to the Plague science, history and geography link

- To write Narrative (story) based on the Plague – science, history and geography link

SPaG:

* 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
* 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 to inform individual planning.

|  |  |  |  |
| --- | --- | --- | --- |
| **Texts** | | | |
| [A Parcel of Patterns](https://www.amazon.co.uk/Parcel-Patterns-Jill-Paton-Walsh/dp/0140362592/ref=nosim?tag=myc0e-21)**by Jill Paton-Walsh** | [Ring of Roses](https://www.amazon.co.uk/Ring-Roses-Mary-Hooper/dp/1781124019/ref=nosim?tag=myc0e-21) by Mary Hooper | The Great Plague 1665 by [Pam Robson](https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Pam+Robson&text=Pam+Robson&sort=relevancerank&search-alias=books-uk) | My Story: The Great Plagueby [Pamela Oldfield](https://shop.scholastic.co.uk/authors/Pamela-Oldfield-5707) |

**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

- support answers with evidence from the text

Question analysis from MOCKS per class to inform individual planning.

**ENGLISH-SB**

Recount, Letter, Report, Balanced, Debates, Narrative (play script)

**KEY EVENTS:**

SATs week

Healthy Living Week

Sports Day

Year 5 camp

Year 5/6 Production

Year 6 leavers assembly

Class assembly

Puberty talk

**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,

**GEOGRAPHY**

-Locate and name the main counties in England.

-Locate and name the main counties and cities in England.

-Compare two localities and how they were affected by the plague. Compare how the spread of disease was dealt with then compared to now.

-Y6 – compare and contrast based on themes within the same paragraph.

-Consider changes in both physical and human geography using key terminology.

-Children will use source material both written and visual as well as going on a trip to understand the changes in both physical and human geography at the time.

-Children will also look at maps over time and use 4 digit/6 digit grid references.

-Google maps will be used to hone in on key battle areas in the present day.

-Continue to use colour for altitude on scaled maps that include a detailed key.

-Confidently and independently use colour coding for altitude on a scaled map that includes a detailed key.

**HISTORY**

-Know and sequence key events of time studied more independently. -Use relevant terms and period labels.

-Make comparisons between different times in the past, supported by source material.

-Sequence up to 10 events on a time line. -Study the role of men and women.

-Consider how life changed during the plague years. -Consider how the spread was managed.

-Examine causes and results of great events and the impact on people. -Compare life in early and late 'times' studied.

-Compare an aspect of life with the same aspect in another period. Link to Corona Virus 2019/2020.

-Children show an understanding of connections, contrasts and trends over time with some support.

-Compare accounts of events from different sources – fact or fiction. -Offer some reasons for different versions of events.

-Y6 - Link sources and work out how conclusions were arrived at. -Be aware that different evidence will lead to different conclusions. -Confidently use the library and internet for research.

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

**PE**

**-Rounders** To vary skills, actions and ideas and link these in ways that suit the games activity, show confidence in using ball skills in various ways, and can link these together, 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 make suggestions as to what resources can be used to differentiate a game, apply basic skills for attacking and defending and can use running, jumping, throwing and catching in isolation and combination.

**-Athletics** To choose their favourite ways of running, jumping and throwing, choose the best equipment for different activities, know how to plan a run so they pace themselves evenly or unevenly, plan to cover distances as a team to get the best results possible, mark a run up for jumping and throwing, set themselves and others targets in different events, watch a partner’s athletic performance and identify the main strengths and identify parts of the performance that need to be practised and refined, and suggest improvements.

**-OAA** To reflect on when and how they were successful at solving challenges, and alter methods in order to improve, work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy, use critical thinking to approach a task and navigate around a course using a map.

**-Active Life** To have an awareness of body changes before, during and after exercise, have an awareness of how exercise is important for a healthy body and lifestyle, have an awareness of how exercise can help support our mental wellbeing, understand the importance of exercise and sport in social environments, develop the range and consistency of their skills, understand what to include in a warm up in order to improve performance and understand why exercise is good for their fitness, health and well-being.

**RE - Christianity – The Church - If life is like a journey, what’s the destination?** -discuss the importance of saying sorry and forgiveness in maintaining relationships with others -explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) -analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice -explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian -explain (simply) Christian beliefs about salvation -explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life

**Buddhism - What do we mean by a ‘good’ life?** - discuss the meaning of contentment – is it the same as happiness, or something different? - describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. - consider the importance of daily meditation in Buddhism - analyse Buddhist beliefs and teachings about how to be content - explain Buddhist beliefs and values contained within the story of Prince Siddhartha - make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths

**COMPUTING**

**Y5** -Carry out more complex searches on more complex prepared databases e.g. be able to answer complex questions such as – Did all the minibeasts in a particular habitat have the same diet?

-Use AND and OR in their searches. -Set up a datafile and enter data.

-Check for validity and amend errors. -Use the datafile to answer complex questions.

-Be able to set up a spreadsheet with appropriate headings. -Be able to use a simple formula e.g. SUM

-Use a spreadsheet to investigate e.g. cost of foods / drinks Which is the best value drink? (Maths?)

**Y6** -Use a more complex database to explore patterns and relationships in data e.g. In an animal database - Is there a relationship between habitat and diet?

-Independently set up and use a datafile to carry out an investigation. -Amend and delete data from records.

-Use editing tools to alter the design of a graph.

-Organise, refine and present information appropriate to the audience.

-Be able to use formulae and functions in a spreadsheet To alter the format of a spreadsheet

-Change data to satisfy ‘What if’ queries.

-Use a spreadsheet to solve simple problems e.g. the relationship between the perimeter and area of a quadrilateral.

**SMSC/ PSHE / BRITISH VALUES-**

To explain what is meant by the rules of the law.

To explain how healthy eating, physical activity rest and relaxation can support aspects of wellbeing.

To identify rules, strategies and procedures for keeping safe online and explain why they are important.

First aid and puberty talk.

**MUSIC**

-To explore sounds and dynamics in different music and to create own piece.

- Independently sing songs, speak chants and rhymes in unison and two parts with increasing diction, control of pitch, a sense of phrase and musical expression- link to English Great Plague rhyme/poem

- Improvise and develop a wider range of rhythmic and melodic material when composing, make use of musical devices (sequence), timbres, textures and techniques.

- Listen and evaluate a range of live and recorded music. Share opinions about own and others’ work, offering specific comments and justifying these.

- Begin to make suggestions of how musical elements can communicate different moods and effects

- Know that time and place can influence the way music is created, performed and heard and can begin to make suggestions of suitable pieces of music for various occasions.

- Recognise a metre (the way in which beats are grouped) of three (waltz) or four (pop song) and recognise the change of metre in a piece of music.

**MFL –** Les Matieres Scolaire – School Subjects. -children will be able to: understand and respond to spoken and written language from a variety of authentic sources. -children will be able to: speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation, give a short-prepared talk, on a topic of choice, including expressing opinions. -children will be able to: understand the main points and opinions in written texts from various contexts and discover and develop an appreciation of a range of writing in French. -children will be able to: write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

**SCIENCE-** Classification including micro-organisms, human circulatory system – function of heart, blood vessels and blood. Evolution, inheritance and adaption. -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. -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. -Give reasons for classifying plants and animals based on specific characteristics. -Describe the changes as humans develop to old age. -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans. -Recognise that living things have changed over time and that fossils provide information about living things that -inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. -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.

**ART Sculpture and textiles**

Sculpture – see DT -**Sculpture – link to Science and PE make a sculpture of a human in athletic action**

**Textiles link to RE Buddism Music and PSHE mindfulness meditation and transition. Create a mindfulness mat to help you be aware of your feelings.**

Use stories, poems as and music as stimuli.

To select and use materials. To embellish work. Look at the use of colour, textile mediums.

To shape, form, model and join.

To discuss and evaluate their own work and work of other sculptors.

To look closely at artists using textiles.

To select and use their own materials. To plan and develop their ideas using imagination or observation.

**OUTDOOR LEARNING**

-OAA-PE

- Maths

-Geography- fieldwork

-Science-living things

-Mrs Hicks groups

**DT Food and sculptures**

**Sculpture – link to Science and PE make a sculpture of a human in athletic action.**

**Food – link to Science.** Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function **design a meal for someone who has special dietry needs : vegetarian, diabetic, developing teenager.**

Select appropriate tools, materials and techniques.

Use the skill of different tolls and equipment safely and accurately.

Food- weigh and measure accurately (time, dry ingredients, liquids).

Food- select and use tools safely and

Apply the rules of basic hygiene and other safe practices (oven use etc).

Assemble components to make a model.

Evaluate against their original ideas and suggest ways that their product can be improved.

**NON-NEGOTIABLES**

**-** Food Technology

- Practical Science Experiments

- English unit with reading and writing evident and embedded throughout the week.