



## St. Edmund's Catholic Primary School

### Year 5/6 Medium Term Plan 'Discover—Autumn 2'

#### The QUESTION

##### RE

**EXPECTATIONS— Jesus born to show God to the world** - The expectations you have of yourself · Having high expectations of others · Trusting and believing in one another · What happens if you let people down or others let you down · Patience is important in expectations · The difference between wishing and expecting · The meaning of Advent.

##### Judaism

##### English

##### **Y6 Detective crime fiction: Enola Holmes, By Nancy Springer**

The children will listen and respond to the detective and the mysterious adventures of Enola Holes (Sherlock's little sister). We will discuss the genre and its key features. The children will investigate the use of simile and metaphors; the use of ellipsis; short, snappy sentences and using sentences that appeal to the senses, when writing their own short detective narrative.

##### **Y6 instructions - how to make a long boat.**

The children will investigate a variety of instruction texts and develop their skills in combining imperative verbs, using a chronological sequence, formal tone and use simple sentences to write their own instructional text linked to our Design Technology unit.

##### Maths

##### **Y5/6 White Rose:**

Number: Place Value,

Number: Four Operations

Number: Fractions

##### **Driver Subject—History— Anglo— Saxon/Vikings**

- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Develop chronologically secure knowledge of the events and periods of time studied.
- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
- Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.
- Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.
- Describe the impact of historical events and changes.

### **Science—Electricity (Y6)**

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

### **Scientific Enquiry—Questioning**

- Recognise scientific questions that do not yet have definitive answers (linked to Y6 PoS).
- Refine a scientific question to make it testable.
- Independently ask a variety of scientific questions and decide the type of enquiry needed to answer them.

### **PSHE/RSHE**

**How can we keep healthy as we grow?** Healthy & Well being: Looking after ourselves; growing up; becoming independent; taking more responsibility.

- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult .

### **Computing**

#### **Computer Science: basic skills**

- Know how search engines work and what 'ranking' is when related to search engines.
- Design and create more complex programs using sequence, repetition, selection and variables appropriately.
- Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs.
- Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors.

### **Languages**

**French Y6:** 'Let's Go Shopping' unit your class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.

## **Design Technology**

### **Structures**

Viking long ship which is historically accurate, skills include:

Plan the sequence of work.

Devise step by step plans which can be read / followed by someone else.

Use exploded diagrams and cross-sectional diagrams to communicate ideas

Make prototypes.

Use researched information to inform decisions.

Produce detailed lists of ingredients / components / materials and tools.

Identify the strengths and weaknesses of their design ideas.

## **Geography**

### **Maps – Vikings - journeys**

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.

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## **PE**

Pupils will continue to apply and develop a broader range of skills and use them in a range of activities. These will include: swimming, modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE

## **Music**

### **Christmas topic – Charanga**

Throughout the year- Use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances. ☑ play tuned and un-tuned instruments musically – Xylophones , chime bars, range of percussion instruments. ☑ listen with concentration and understanding to a range of high-quality live and recorded music – recorded music on Charanga. ☑ experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology.

## **Audience/Presentation/Professional/Trip**