



## St. Edmund's Catholic Primary School

### Year 5/6 Medium Term Plan 'Explore - Spring Term 1'

#### The QUESTION

##### RE

**SOURCES: The Bible, the special book for the Church** - The kind of books which are the most helpful · Our lives are enriched by books · The wonder of books and how they take a person beyond themselves ·

**UNITY: Eucharist enables people to live in communion** - Why friendships are important · The most important value in friendship · What helps a friendship to flourish · The kinds of behaviour that break a friendship · Those affected when a friendship is broken :

##### English

**Discussion/debate** - In this unit, the children will discuss reasons for and against a topic area, using evidence to support their claims. They will develop their skills in writing to write a balanced argument. This will include: modal verbs, adverbial starters, formal tone, conjunctions, rhetorical questions, cohesion to link paragraphs and use a mix of sentence structures.

**Short stories with flashbacks** - **Harry Potter, J K Rowling** The children will use extracts from the Harry Potter series to investigate the writing skills used when writing a flash back scene. They will compare the same scene in text and on film; define an adverbial and a preposition.; use direct speech (present tense), relative clauses and adverbials in a text.

##### Maths

###### Year 5/6 White Rose:

Y5: Number: Fractions

Y6: Number: Ratio

Number: Decimals and Percentages

Y5: Number: Decimals

Y6: Number: Algebra

Measurement: Converting Units

##### Driver Subject—Geography

###### North America

In this unit, the children will: use an atlas to find the names of countries; • use an atlas to find names of cities; • identify similarities between a place in North America and where they live; • identify differences between a place in North America and where they live; • identify differences between the climate of a place in North America and where they live; • identify similarities between the climate of a place in North America and where they live; • explain the difference between human geography and physical geography; • identify differences between the human geography of a place in North America and where they live; • identify similarities between the human geography of a place in North America and where they live; • explain how latitude affects the geography and climate of a region; • describe the significance of the equator, tropics and poles; • use coordinates to locate places on a map.

### **Science—Forces (Y5)**

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### **Scientific Enquiry—Observation**

- Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations (incl. more abstract ideas from Y5 PoS (e.g. friction, air resistance, forces, Earth and space, reversible and irreversible changes)).
  - Evaluate their observations and suggest a further test, offer another question or make a prediction.
  - Observe (including changes over time) and suggest a reason for what they notice.

### **PSHE/RSE**

#### **Living in the Wider World: Media Literacy and digital resilience; influences and decision making; online safety.**

- how the media, including online experiences, can affect people's well-being – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.

### **Computing**

#### **Digital Literacy (Y6)**

- Be competent users of technology using it safely, respectfully and responsibly and know about digital footprints and 'strong' passwords.
- Demonstrate that they can identify the risks involved with content and contact and they know a wide range of ways of reporting any concerns they have.
- Understand what acceptable and unacceptable online behaviour is.
- Use strategies to verify and evaluate the reliability and accuracy of information on the internet and understand what copyright and plagiarism is and how it relates to their work.

### **Languages**

**French Y6:** 'This is France' - in this unit the children will discover key vocabulary related to France, particularly Paris. They will learn specific vocabulary for French neighbours and positions/distances of various cities. They will learn the names of specific landmarks and describe what people do when they visit France.

## Design Technology/ Cooking & Nutrition

### North America – food

The children will explore foods from North America and discuss the health benefits of them. The children will learn about nutrients, water and fibre and their role in a healthy, varied diet. Pupils will investigate products and undertake research to generate ideas for their own product. Pupils will design and make dishes safely and hygienically for the intended user based on design criteria. Pupils will evaluate their product. Pupils will design suitable packaging for their product. Club sandwich and coleslaw.

## History

### Pocahontas—Native American

**Pocahontas** was a Powhatan Native American woman known for her involvement with English colonial settlement at Jamestown. **Jamestown** was intended to become the core of a long-term settlement effort, creating new wealth for the London investors and recreating English society in North America—colonists.

☑ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. ☑ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ .

## 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

### Space 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 untuned 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

Americas collection/ Planetarium —Liverpool World Museum