



## St. Edmund's Catholic Primary School

### Year 5/6 Medium Term Plan 'Create - Summer Term 2'

#### The QUESTION

##### RE

###### Stewardship – The Church is called to the stewardship of creation

What I really care about · Showing concern for what I care for · The meaning of stewardship · Understanding the wonders of God's creation · People are made in the image and likeness of God · Christians can be good stewards. · The Christian's responsibility to take care of, to be a steward of the earth · The importance of ecology

###### The study of Islam

##### English

###### Information booklet - Y5 – Ancient Greece

The children will develop an information leaflet for visitors to Ancient Greece. This will include: technical topic words and vocabulary; topic sentences for each paragraph; a mixture of short and long sentences to capture the audience's attention; consistent word tenses throughout.; adjectives and adverbs to enhance description and use phrases to show cause and effect.

###### Classic fiction: Who Let the God's Out, Maz

The children will write what happens next in the narrative. Including, thoughts and actions linked to dialogue; expanded noun phrases, ing and ed starters and mixed sentence structures.

##### Maths

Geometry: Position and Direction

Geometry

SATs

Investigations and Consolidation - FDP, Four operations, Measures

##### Driver Subject - Art & Design—Mosaics

The children will look at a variety of artefacts containing a mosaic design from Ancient Greece. Using a variety of mediums (pencil, paint, collage, etc), the children will complete a still life image.

### **Science—Y6 Living things**

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.

Living things can be grouped into micro-organisms, plants and animals.

Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.

Invertebrates can be grouped as snails and slugs, worms, spiders and insects

### **Scientific Enquiry—Identify and classifying**

Construct a classification key / branching database using more than two items.

Compare and contrast things beyond their locality and discuss advantages / disadvantages, pros / cons of the similarities and differences.

Use research\* to identify and classify things.

Use classification systems, keys and other information records [databases] to help classify or identify things.

### **History—Ancient Greeks**

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Discuss and debate historical issues.

Use appropriate vocabulary when discussing and describing historical events.

Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.

Choose relevant ways to communicate historical findings.

### **Computing**

**Year 5** - Information technology: Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content.

### **Languages**

**French: Time Travelling:** Listen for the gist, understand longer and more complex phrases/sentences and speak in sentences using familiar vocabulary, phrases and basic language

### Design Technology

**Clothing/materials: Ancient Greek tunic** - the children will design, make and evaluate their own Greek tunic. They will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

### PSHE/RSE—Living in the wider world

#### Careers; aspirations; role models; the future

That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime  
That some jobs are paid more than others and some may be voluntary (unpaid).

About the skills, attributes, qualifications and training needed for different jobs

That there are different ways into jobs and careers, including college, apprenticeships and university.

How people choose a career/job and what influences their decision, including skills, interests and pay .

### 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

Production /performance

### Audience/Presentation/Professional/Trip