

Science

Forces

National Curriculum Links

Pupils should be taught to:

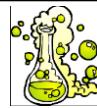
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Learning Outcomes

Children will be able to:

- Identify and explain the different forces acting on objects;
- Explain the effect of gravity on unsupported objects;
- Explain Isaac Newton's role in developing the theory of gravity;
- Explain the effects of air resistance;
- Explain how to minimise the effects of water resistance on an object;
- Explain the effects of friction created by different materials; and
- Explain how simple mechanisms work.



Music

Dancing in the Street (Sycamore) **You've Got a Friend** (Larch & Rowan)

National Curriculum Links

Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.



Art

The Great Wave by Hokusai

National Curriculum Links

Pupils should be taught to:

create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Give examples of great artists, architects and designers in history.

Learning Outcomes:

Children will be able to:

- Understand how key events and individuals in design have helped shape the world;
- Investigate woodblock printing and understand how it is used to create an image; and
- Evaluate their ideas against their own criteria and consider their peers' views to improve their work.

Geography

Natural Disasters

P4C - What is a natural disaster?

- What kind of problems do children face after a natural disaster?



National Curriculum Links

Pupils should be taught to:

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of 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.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Learning Outcomes

Children will be able to:

- Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth;
- Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world;
- Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes and the effects these can have on people and the landscape;
- Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move;
- Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment;
- Identify the differences between a volcano and a mountain; and
- Discover how volcanoes are formed and what happens when one erupts.

Extreme Earth

Topic-based English

Narrative, recounts and persuasive (*Floodlands*)

Picture Books (*Flood*)

National Curriculum Links

Pupils should be taught to:

Continue to read and discuss an increasingly wide range of texts.

Read books that are structured in different ways and reading for a range of purposes.

Identify and discuss themes and conventions in and across a wide range of writing.

Make comparisons within and across books

Ask questions to improve their understanding, predicting what might happen from details stated and implied.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Provide reasoned justifications for their views.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and use a thesaurus to find synonyms and antonyms.

Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Identify the audience for and purpose of the writing, selecting the appropriate form.

Note and develop initial ideas, drawing on reading and research.

Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

Use a wide range of devices to build cohesion within and across paragraphs.

Assess the effectiveness of their own and others' writing.

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.



Physical Education

Swimming, Cricket Coaching and NUF Coaching

Daily Mile and Bikeability

National Curriculum Links

Pupils should be taught to:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively.



Religious Education

Sikhism: Beliefs and lifestyles

- P4C - How far would a Sikh go for their religion?
 - What is the best way for a Sikh to show commitment to God?

Learning Outcomes

Children will:

- Identify the different levels of commitment shown to different things and explain these priorities;
- Make links between how Sikhs practise their religion and the beliefs that underpin this;
- Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show;
- Know the right words to describe some of the ways Sikhs show their religion is important to them;
- Explain why not all Sikhs practise their religion in the same way;
- Make links between how Sikhs practise their religion and the beliefs that underpin this;
- Use a wide range of religious vocabulary when suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion;
- Describe some of the ways that Sikhs choose to show commitment to God; and
- Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.

Outdoor Learning Opportunities

Science

Explain the effects of friction created by different materials

Geography

Use the outdoor area to explore the movements of tectonic plates and how these can cause earthquakes.

PSHE (Jigsaw)

Relationships

Pupils will:

- Know that it is important to take care of their mental health;
- Know how to take care of their mental health;
- Understand that there are different stages of grief and that there are different types of loss that can cause people to grieve;
- Recognise when people are trying to gain power or control;
- Judge whether something online is safe and helpful; and
- Use technology positively and safely to communicate with friends and family.

Changing Me

Pupils will be / can:

- Aware of their own self-image and how their body fits into that;
- Explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally;
- Describe how a baby develops from conception through the nine months of pregnancy and how it is born;
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend;
- Aware of the importance of a positive self-esteem and what they can do to develop it; and
- Identify what they are looking forward to and what worries them about the transition to secondary school / moving to their next class.

Computing

Weather Report / Nature Documentary

National Curriculum Links

Pupils should be taught to:

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Learning Outcomes:

Children will be able to:

- Use green screen technology and other hardware to record each other presenting a prepared script and combine content from other sources before exporting the footage as a video.

Word Processing Skills

National Curriculum Links

Pupils should be taught to:

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Learning Outcomes:

Children will be able to:

- >Create a range of hyperlinks;
- Use various display features to communicate meaning (e.g. text boxes and annotated illustrations);
- Delete, insert and replace text;
- Make corrections using a range of tools (e.g. spell check, find and replace);
- Develop confidence using both hands when typing; and
- Use keyboard shortcuts for cut, copy and paste.

Foreign Languages (French)

Weather Conditions, Seasons and Reports

National Curriculum Links

Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes.

Engage in conversations and speak in sentence, using familiar vocabulary, phrases and basic language structures.

Present ideas and information orally to a range of audiences.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Present ideas and information orally to a range of audiences.

Learning Outcomes

Children will be able to:

- State the name of different weather conditions;
- Describe different weather conditions both orally and in writing;
- State the name of different seasons;
- Describe the weather conditions associated with each season both orally and in writing; and
- Present information in the form of a weather report.



Mastering English

Geography

Explanation text

Write a natural disasters survival guide.

Factual Report

Research, write and present a report based on a natural disaster.

Mastering Maths

Geography

Read and interpret Richter scales.

Science

Create, read and interpret data from experiments.

Please note that due to a further school closure during the spring term, elements of this medium term plan do not correspond exactly to our long term plan.

Maths (White Rose Hub)

Year 5 - Fraction, Decimals & Percentages and Geometry (Position & Direction)

National Curriculum Links

Pupils should be taught to:

- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [E.g $25 + 45 = 65 = 11 \times 5$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving numbers up to three decimal places.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Maths (White Rose Hub)

Year 6 - Algebra, Ratio, Geometry (Position & Direction) and Statistics (Pie Charts)

National Curriculum Links

Pupils should be taught to:

- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate the mean as an average.