










Medium Term Planning 2019-2020

Year Group: 5/6 Term: Autumn Topic: WW2							
RE Loving Belonging Expectations Other Faiths – Judaism Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show a knowledge and understanding of: <ul style="list-style-type: none">- a range of religious beliefs- those actions of believers which arise as a consequence of their beliefs- the life and work of key figures in the history of the People of God- what it means to belong to a church community- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments Show understanding of, by making links between: beliefs & sources, beliefs & worship and beliefs & life Use religious vocabulary widely, accurately and appropriately. Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Use sources to support a point of view. Recognise difference, comparing and contrasting different points of view.	English Class Novel: ‘Letters from the Lighthouse’ (Emma Carroll) ‘Goodnight, Mr Tom’ (Michelle Magorian) Reading: Whole class guided reading - linked to class novel. To maintain positive attitudes to reading and an understanding of what they read: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Identifying and discussing themes and conventions in and across a wide range of writing Provide reasoned justifications for their views Writing – scary fiction, poetry, descriptive writing, letters, persuasive writing, recounts (newspapers). To plan, write and edit writing in line with given genres. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. SPAG – clauses and phrases, commas, active and passive. Recognising vocabulary and structures that are appropriate for formal speech and writing. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns.	Maths Place Value, including decimals Mental and written addition Mental and written subtraction (Time) 2D and 3D shape Mental and written subtraction Mental and written division Fractions, percentages, ratio and proportion Geometry – angles, Statistics – pie charts Measurement – length, perimeter, mass Measurement – area and volume To use their knowledge of number to carry out calculations involving the four operations. To use reasoning and problem solving skills to solve practical problems. To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Science Light To understand that light travel in straight lines and objects need to reflect lines to be visible. To explain how we are able to see things because of light travelling. To know vocabulary in relation to Light Electricity To use recognised symbols to represent a circuit in a diagram. To 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. To plan fair investigations and understand the need to control variables. To make accurate and repeated measurements. To recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. To know vocabulary in relation to Electricity				



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Creative Curriculum			
<p><u>History</u></p> <p>The Outbreak of War – events of war, world leaders. The Blitz Evacuation Rationing</p> <p>Visit to Eden Camp Museum</p> <p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Sequencing events on a timeline. To study a significant period in British history, e.g. Battle of Britain. To study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><u>Geography</u></p> <p>Axis and Allied forces – map work to locate. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their countries, and major cities.</p> <p>Local area maps – how the local area has changed as a result of events in the war. (Keys to the past) To name and locate cities of the UK, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p>	<p><u>Art</u></p> <p>Blitz Art To look at sketching techniques to add texture, shape and tone. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Edward Bawden To learn about great artists, architects and designers in history.</p>	<p><u>DT</u></p> <p>Making Anderson shelters – design, make and evaluate. To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Anderson shelters To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. To Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Wartime recipes To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>DT Week 1</p>
<p><u>Music</u></p> <p>Happy Classroom Jazz 2</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To develop an understanding of the history of music.</p>	<p><u>PE</u></p> <p>Hockey To use a range of techniques to pass the ball. To show consistency and control over the speed of their movements.</p> <p>Gymnastics To create and perform a pairs sequence on floor, mats and apparatus. To perform with good body tension/extension with changes in level, speed and direction</p>	<p><u>Computing</u></p> <p>E-safety Coding WW2 Multimedia presentations. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. To design, write and debug programs that accomplish specific goals.</p>	<p><u>MFL</u></p> <p>Basic greetings Food Months To begin to listen and show understanding of familiar phrases and sentences. To begin to join in with familiar rhymes and songs.</p>



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