



Medium Term Planning 2019-2020

<p>Year Group: 5/6 Term: Spring Topic: Mountains</p>	<h1>Mountains</h1>		
<p>RE Sources, Unity, Death and New Life</p> <ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show 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: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and 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 Show understanding of how own and other's decisions are informed by beliefs and moral values Use sources to support a point of view Express a point of view and give reasons for it Arrive at judgements Recognise difference, comparing and contrasting different points of view. 	<p>English</p> <p>Class Novel: 'Waiting for Anya' by Michael Morpurgo</p> <p>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</p> <p>Writing – Poetry, recounts (newspapers), non chronological reports, adventure writing. descriptive writing. 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.</p> <p>SPAG – clauses and phrases, commas, active and passive. Using expanded noun phrases to convey complicated information concisely. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns. Identify and use brackets and dashes.</p>	<p>Maths</p> <p>Area, perimeter and volume Mental and written division and multiplication Calculating with fractions Decimals and percentages</p> <p>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 To multiply numbers up to 4 digits by a two-digit number using a formal written method, To divide numbers up to 4 digits by a one-digit number using the formal written method of short division To recognise and use square numbers and cube numbers To add and subtract fractions with the same denominator and denominators that are multiples of the same number and multiply proper fractions and mixed numbers by whole numbers.</p>	<p>Science</p> <p>Animals including Humans- Human Body</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Living Things and their habitats- Classification To describe how living things have been classified. To recognise similarities and differences between animals, plants and microorganisms. To Classify living things based on observable characteristics To justify reasons for how they have grouped living things.</p>



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Creative Curriculum			
<p><u>History</u></p> <p>Tourism and how it has developed over time in Mountain locations.</p>	<p><u>Geography</u></p> <p>Features of Mountains Mountain Formation Locating Mountains ranges Comparison of Mountain ranges in contrasting locations</p> <p>Fieldwork: Visit to Mountain – Lake District To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Locate mountain ranges and specific mountains To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Study the features of some aspects of physical geography.</p>	<p><u>Art</u></p> <p>Mountain landscapes- Monet Hades of colour, brushstrokes, texture.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To about great artists, architects and designers in history.</p>	<p><u>DT</u></p> <p>DT Week 2 - Textiles (Linked to Easter/Lent)</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks accurately. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>



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	<p>To describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.</p> <p>Study the features of some aspects of human geography. To understand types of settlement and land use, economic activity.</p>		
<p><u>Music</u></p> <p>Make you feel my love – Pop Ballads Fresh Prince of Bel Air – Rap music</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 listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music</p>	<p><u>PE</u></p> <p>Dance To use a range of techniques to pass the ball. To show consistency and control over the speed of their movements. OAA 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 Spreadsheets Databases. To know that it is irresponsible to share images of friends on-line without their permission. To know how to report concerns on-line. To design, write and debug programs that accomplish specific goals. To know how to add data into a prepared spreadsheet in order to answer simple questions. To use a variety of software to accomplish given goals</p>	<p><u>MFL</u></p> <p>Jobs, The future In France To listen attentively to spoken language and show understanding by joining in and responding. To speak in sentences, using familiar vocabulary, phrases and basic language structures. To engage in conversations; ask and answer questions; express opinions.</p>