



Medium Term Planning 2019-2020

Year Group: 5/6
Term: Summer
Topic: The Greeks



RE

Witness, Healing, The Common Good

Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.

- Show knowledge and understanding of:
 - 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 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

English

Class Novel: 'Who let the Gods out' by Maz Evans

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
Preparing poems and playscripts to read aloud and perform

Writing –Balanced argument, Speech, formal letter, poetry, playscripts, recount.

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 and informal writing.

Maths

Decimals
Properties of Shape
Position and Direction
Converting Units
Volume

To convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
To estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
To solve problems involving converting between units of time
To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
To draw given angles, and measure them in degrees (o); identify: angles at a point and one whole turn (total 360) angles at a point on a straight line and 2 1 a turn (total 1800
To use the properties of rectangles to deduce related facts and find missing lengths and angles

Science

Animals including Humans

To describe the changes as humans develop from birth to old age.

To compare the life cycle of a human to other mammals.

Working Scientifically

To Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

To use test results to make predictions to set up further comparative and fair tests

To report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

To identify scientific evidence that has been used



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<ul style="list-style-type: none"> 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>Using expanded noun phrases to convey complicated information concisely.</p> <p>Indicating degrees of possibility using adverbs</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns.</p> <p>Use devices to build cohesion within and across paragraphs.</p> <p>Identify and use brackets and dashes.</p> <p>Indicate grammatical and other features by using a wider range of punctuation (;:-())</p>	<p>To 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.</p> <p>To round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>To read, write, order and compare numbers with up to three decimal places</p> <p>To solve problems involving number up to three decimal places</p>	<p>to support or refute ideas or arguments</p>
Creative Curriculum			
<p><u>History</u></p> <p>Who were the Ancient Greeks? Ancient Greek Democracy Ancient Greek Olympics The Battle of Marathon. Greek Gods and Goddesses. The Trojan War.</p> <p>Sequencing events on a timeline. Know and understand significant aspects of history. A study of Greek life and achievements and their influence on the western world.</p>	<p><u>Geography</u></p> <p>Locate Greece on a European map Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand the growth of the Greek empire because of its location and natural resources.</p> <p>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.</p>	<p><u>Art</u></p> <p>Greek pots Greek mask / shield Mosaics</p> <p>To use 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. To learn about great architects and designers in history.</p>	<p><u>DT</u></p> <p>Healthy Eating and cookery (FT)</p> <p>To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
<p><u>Music</u></p> <p>Motown Reflect, Rewind and Replay – a consolidation of previous learning. 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.</p>	<p><u>PE</u></p> <p>Cricket Send and receive a ball with hands, to a target, space or team mate. To use a range of techniques to pass the ball To show consistency and control over the speed of their movements. Change tactics/roles as necessary for the success of the whole team Understand the transference of skills from</p>	<p><u>Computing</u></p> <p>E safety 3 D Modelling Presenting information. Coding To know the risks posed to them by using Social Media. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify</p>	<p><u>MFL</u></p> <p>Holidays Weather. Hobbies (sports) Opinions. To develop accurate pronunciation and intonation. To broaden their vocabulary and develop their ability to understand new words.</p>



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<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>one type of game to another and apply appropriately</p> <p>Athletics</p> <p>Sustain pace over longer distance – 2 minutes.</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.</p>	<p>a range of ways to report concerns about content and contact.</p> <p>To know how to use software to create a 3d model for purpose.</p> <p>To independently, prepare an effective presentation.</p> <p>To design, write and debug programs that accomplish specific goals.</p>	<p>To engage in conversations; ask and answer questions; express opinions and respond to those of others.</p>
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