**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

Co-ordination, Agility & Strength

Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

Design

Make

Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

Location & Place Knowledge

Human and Physical

Sustainability

**History**

Finding Out About the Past (Enquiry)

Finding Out About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

**Speaking and Listening**

**Reading**

Word Reading

Comprehension

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically – Planning

Working Scientifically – Recording Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

**KEY EVENTS**

-SATs

- Seaside trip

- Production

- Leavers assembly

- Transition work

- Sports day

**Medium Term Plan**

**FANTASTIC FINISH**

* Blackpool Quiz



**Term:** Summer **Class:** Hawks **Teacher:** Mrs McEvilly

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| **Writing Genres** | | | |
| Story | Poetry | Non-chronological | Instructions (science) |
| Newspaper reports | Letters / Diary (Seaside trip) | Play Scripts (production) | Recount |
| Persuasive | Explanation | Biography | Autobiography |

**MFL**

Les Matieres Scolaire

School Subjects

Numbers to 100

**GEOGRAPHY**

**-** Name and locate places in the local area (Blackpool) and the UK.

**-** Co-ord on a survey map

**-** Human and physical features of Blackpool

-Fracking (debates)

**ENGLISH**

- Discussion and debate (Fracking)

**-** I can write my own tourist leaflet

**-** I can write my own Victorian themed short story

- I can write a story based on a picture stimulus (transition work)

**Art/DT**

**-** Make Blackpool illuminations (Science)

**-** Local artists, craftsman and designers (Blackpool tower, Pleasure Beach)

**COMPUTING**

* Program and create their own quiz (Flowol, Hot potatoes)
* Spreadsheets (maths and geography)
* E-safety film (apple Imovie)

**HISTORY**

**-**Seaside through the ages including Victorians

**MATHS**

**-** 4 operations -Shape -Algebra

-Position and direction

**-** Statistics (computing and Geography)

**-** Measure, money. Farm project (transition work)

**-**

**Oh I do like to be beside the seaside**

**OUTDOOR LEARNING**

* Co-ord on a survey map

**PE**

**-** Athletics

**-** Strike and field (Cricket and rounders)

**SMSC/ PSHE / BRITISH VALUES**

* Debates (link to geography)
* Change
* New Beginnings

**NON-NEGOTIABLES**

**- -** Food Technology

- Practical Science Experiments

- English unit evident and embedded throughout the week.

**SCIENCE**

**-** Electricity

**-** Circuits(DT), Buzzers (Computing)

**RE**

-Summer 1: Christianity-The Church

-Summer 2: Buddhism

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| **Texts** | | | |
| Street Child by Berlie Doherty (class novel) | Oliver by Charles Dickens (guided reading) | The adventures of the new cut gang by Phillip Pullman | You wouldn’t want to be a Victorian school child by John Malam |

*At the End of the spring term:*

*Year 5*

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| **Reading**  ***Most children will:*** *Explore themes within and across texts and make comparisons within texts including viewpoints. Children will also predict what might happen from what is stated and implied and use point, evidence explanation throughout. Further children will explain the effect on the reader of the authors choice of language and explore the meaning of words in context. Children can read all of their Y5 common exception words.*  ***Some children will not have made so much progress and will:*** *need support to make comparisons across texts in relation to setting and character. They may also need support locating evidence to support their views.*  ***Some children will have progressed further and will also:*** *challenge one and others viewpoints with evidence to support their arguments and they will be able to identify and discuss the impact of language features such as metaphors and similes.* | **Writing**  ***Most children will:*** *select an appropriate format, vocabulary and grammar throughout and use knowledge of different writing genres to create a hybrid text. Children will use correct tense throughout their writing and ensure subject/verb agreement. Further, children will regularly proofread for spelling and punctuation errors, editing as they go. Children will also use adverbials for time and place to link ideas across paragraphs and use a variety of simple, compound and complex sentences in their writing. Children will use a variety of conjunctions successfully. Children can spell all of their Y5 common exception words.*  ***Some children will not have made so much progress and will:*** *need support in the form of fronted adverbial sheets to vary their sentence starters and may need adult support to ensure that tense is consistent throughout. They may also need conjunction sheets to help them create compound sentences that are effective.*  ***Some children will have progressed further and will also:*** *consistently use a variety of ambitious punctuation and vocabulary. Children will consider the impact of verbs, adverbs, adjectives, similes and metaphors when improving their work and will consistently use noun phrases effectively. Further, children will ensure cohesion both within and across paragraphs.* | **Maths**  ***Most children will:*** *solve practical problems involving place value and fractions and they will be able to use notation for both the 12 hour and 24 hour clock, problem solving and reasoning with time also. Further, children will be able to identify the calculation(s) necessary in relation to the 4 operations and problem solve in stages.*  ***Some children will not have made so much progress and will:*** *still need to consolidate fluency work in relation to place value and fractions and will need additional support to read time and use notation for the 12 hour and 24 hour clock. Children will still reason and problem solve but with some support. Children will be able to use calculation methods for the 4 operations but may need support identifying the key information in worded problems.*  ***Some children will have progressed further and will also:*** *be able to explain their methods and the stages of problem solving. They will also be able to explain why certain calculations cannot be correct and identify odd ones out with explanation.* | **Science**  ***Most children will:*** *Understand that a circuit needs electricity to work and that a break in a circuit will prevent this from happening. Children will also be able to build a simple circuit and represent them using basic symbols. Further, children will understand that the strength of a light or volume of a buzzer links to voltage.*  ***Some children will not have made so much progress and will:*** *need a support sheet to remind them of the basic symbols used to represent parts of a circuit. Children may also need support to identify whether a circuit will work and explain their reasoning.*  ***Some children will have progressed further and will also:*** *interpret complex circuit diagrams. They will also try to construct circuits with more than one feature.* | |
| ***Art / DT***  ***Most children will: be able to*** *critically analyse the styles of artists, craft makers or designers and use this to inform their own work. They will also be able to explain how they are developing their ideas as they work, recording their process in an art book and they will use appropriate language for their task. In DT, children will decide which design idea to develop and develop one idea in depth using a range of equipment.**They use electrical systems such as motors and switches competently.*  ***Some children will not have made so much progress and will:*** *need support developing their ideas in a workable way including using accurate scale and measurement. They may also need support using the appropriate language. In DT, children may need help using the equipment and developing one idea in detail.*  ***Some children will have progressed further and will also:*** *be able to evaluate their designs in detail and improve on them before production. In DT children may record their ideas using annotated diagrams and evaluate their final designs, making changes where appropriate.* | **Geography**  ***Most children will:*** *demonstrate an understanding of an Ordinance Survey map including reading co-ordinates and demonstrate an understanding of how features of a place have changed over time. Children will also observe, measure and record human and physical features by interpreting and sketching maps and plans and by creating graphs. Throughout children will use geographical language confidently.*  ***Some children will not have made so much progress and will:*** *need support to read and understand an Ordinance Survey map and to create graphs.*  ***Some children will have progressed further and will also:*** *be able to identify any patterns in human or physical geography.* | **Computing**  ***Most children will:*** *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Create simple spreadsheet models to investigate real life problems. Design and write programs using sequence, repetition, selection and variables.*  ***Some children will not have made so much progress and will:*** *Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots. Use models and simulations to produce graphs and explore patterns and relationships. With support create spreadsheets.*  ***Some children will have progressed further and will also:***  *Make predictions from spreadsheet data and be able to justify their predictions using presented information.* | **PE**  ***Most children will:***  *Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. They can bowl underarm / overarm and will also strike a ball (rounders / cricket). They will develop flexibility, strength, technique, control and balance in Athletics. When playing team games, e.g. Cricket and Rounders, they accept responsibility when working as part of a team.*  ***Some children will not have made so much progress and will:*** *With assistance apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. Be able to identify areas to improve and tell an adult how they will improve.*  ***Some children will have progressed further and will also:***  *compare their performances with previous ones and demonstrate improvement.* |
| **MFL**  ***Most children will:***  *Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts. Understand and express simple opinions. Re-read frequently a variety of short text.*  ***Some children will not have made so much progress and will:*** *Make simple sentences and short texts. Write words, phrases and short sentences, using a reference.*  ***Some children will have progressed further and will also:*** *Listen attentively and understand more complex phrases and sentences. Prepare a short presentation on a familiar topic.* | **RE –** **Christianity - The Church**  **How do religions mark the ‘signposts’ and the ‘turning points’ on the journey? Buddhism - If life is a journey, where does it lead? What is happiness?**  ***Most children will:*** *Make links between beliefs and sacred texts, including stories and various religious sources, suggest meanings for a range of living religious traditions, describe the impact of religion on people’s in terms of beliefs, values and personal meaning, apply their ideas to their own and other peoples’ lives simply, ask important questions about religion and beliefs, and compare the different viewpoints within a faith group.*  ***Some children will not have made so much progress and will:*** *be able to show an understanding of religious traditions and speak about their own beliefs.*  ***Some children will have progressed further and will also:*** *be able to compare religions, share their own ideas and experiences and ask/answer challenging questions.* |  |  |

*At the End of the spring term:*

*Year 6*

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| **Reading**  ***Most children will:***  *Make comparisons and compare characters within and across texts. Compare texts written in different periods and provide reasoned justifications for their viewpoints.*  Justify opinions and refer to the text using the PEE prompt.  Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.  Children can read all of their year 6 common exception words.  ***Some children will not have made so much progress and will:***  Explore meaning on new vocabulary with support.  Scan for key information e.g. words, phrases to tell the reader about the characters feelings.  To record and retrieve information including texts in other subjects.  ***Some children will have progressed further and will also:***  Challenge others ‘ viewpoints and analyse conventions of different types. | **Writing**  ***Most children will:***  Select appropriate vocabulary, grammar and structure to combine text-types to create hybrid texts.  Consciously control the use of different sentences structures for effect.  Select appropriate register for formal and informal purposes (diary and letter for example).  Can clearly identify audience and purpose.  Proofread their writing throughout for grammatical, spelling and punctuation errors and edit as they go.  Children can spell all of their year 6 common exception words.  ***Some children will not have made so much progress and will:***  With support, children can create a range of sentence types to create effect using a range of resource sheets.  With support, children can select appropriate vocabulary, grammar and structure for different text types.  ***Some children will have progressed further and will also:***  Can use a range of ambitious punctuation and adventurous vocabulary consistently across different text types.  Further, children can ensure cohesion in and across paragraphs. | **Maths**  ***Most children will:***  Solve problems with 4 operations and place value.  Solve problems involving the calculation and conversion of units of measure including time  Revise techniques and skills of solving problems that include fractions, decimals and percentages, algebra, statistics and geometry.  Revise fluency of ratio and proportion.  ***Some children will not have made so much progress and will:***  Support to identify steps in a problem but calculate independently. Children can reason and problem solve with support  ***Some children will have progressed further and will also:***  Can use clear explanation to explain their reasons and explanations of how they solved problems. | **Science**  ***Most children will:***  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.  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.  Use recognised symbols for cells, wires, switches, bulbs, bussers and motions with representing a circuit in a diagram.  Use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will ‘work’.  ***Some children will not have made so much progress and will:***    ***Some children will have progressed further and will also:***  To be able to interpret more complex circuit diagrams.  To be able to identify errors in a circuit in the diagram.  Be able to identify a variety of symbols by memory. |
| **Art / DT**  ***Most children will:*** *be confident to work creatively, adapting ideas and taking risks when choosing tools, materials and media. Their annotations will reflect their critical evaluations and development of ideas. Further they will be able to explain how a chosen artist has contributed to the culture and/or history of an area. In DT children will discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user. They use electrical systems such as motors and switches competently.*  ***Some children will not have made so much progress and will:*** *need support to adapt ideas and annotate. In DT they will need support to use electrical systems such and motors and switches.*  ***Some children will have progressed further and will also: use language specific to a range of techniques used. In DT children will make prototypes, refining their product appropriately.*** | **Geography**  ***Most children will:*** *demonstrate an understanding of an Ordinance Survey map including reading six figure co-ordinates and demonstrate an understanding of how features of a place have changed over time.**Children will respond to questions that are more causal.**Children will also observe, measure and record human and physical features by interpreting and sketching maps and plans and by creating graphs and they will recognise an increasing number of symbols. Throughout children will use geographical language confidently.*  ***Some children will not have made so much progress and will:*** *need support to read and understand an Ordinance Survey map and to create graphs. Children may also need help remembering a wider range of symbols.*  ***Some children will have progressed further and will also:*** *be able to identify any patterns in human or physical geography, understanding some of the conditions, processes or changes which influence these patterns.* | **Computing**  ***Most children will:***  *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. They will create spreadsheet models to investigate real life problems, using their knowledge to make predictions. They will also design and create more complex programs using sequence, repetition, selection and variables appropriately.*  ***Some children will not have made so much progress and will:*** *understand how to use technology respectfully and responsibly. With support they will create spreadsheets and make simple predictions.*  ***Some children will have progressed further and will also:***  *support others when programming and creating spreadsheets. They will also be able to devise instructions to help children create spreadsheets. Spreadsheets can be used to present information and questions can be answered using the data they are presented with.* | **PE**  ***Most children will:***  *use running, jumping, throwing and catching in isolation and in combination. They will play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. In Athletics sessions they will develop flexibility, strength, technique, control and balance. When playing team games e.g. Cricket, Rounders they accept responsibility when working in a team. They will watch performances and games and use criteria to make judgements and suggest improvements e.g. when bowling over/under arm.*  ***Some children will not have made so much progress and will:*** *play competitive games, which have been modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]. They will with guidance apply basic principles suitable for attacking and defending.*  ***Some children will have progressed further and will also:***  *compare their performances with previous ones and demonstrate improvement to achieve their personal best.* |
| **MFL**  ***Most children will:***  *Read and understand the main points and some detail from a short-written passage. Identify different text types and read short, authentic texts for enjoyment or information.* *Write sentences on a range of topics using a model.*  ***Some children will not have made so much progress and will:*** *Understand the main points and simple opinions in a spoken story, song or passage. Perform to an audience.*  *Match sound to sentences and paragraphs*  ***Some children will have progressed further and will also:***  *Understand longer and more complex phrases or sentences. Use spoken language confidently to initiate and sustain conversations and to tell stories.* | **RE –** **Christianity - The Church**  **How do religions mark the ‘signposts’ and the ‘turning points’ on the journey? Buddhism - If life is a journey, where does it lead? What is happiness?**  ***Most children will:*** *use developing religious vocabulary to describe and show understanding of religious traditions, explain what inspires and influences them, expressing their own views whilst respecting other people’s and to analyse religious information and begin to develop their own opinions. To ask important questions about religion and beliefs, (e.g., identity, belonging, meaning, purpose, truth, values and commitments) and compare different viewpoints within a faith group.*  ***Some children will not have made so much progress and will:*** *be able to show an understanding of religious traditions and explain what influences them.*  ***Some children will have progressed further and will also:*** *be able to make comparisons and compare and analyse viewpoints from across different religions.* |  |  |