**STUNNING STARTER-9:15-10:15, 10:30-11:30, 1:15-2:15**

* North and South American Cookery Class

**Medium Term Plan**

**FANTASTIC FINISH-Open Afternoon**

* Green screen weather forecasts to parents

**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

**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

**KEY EVENTS:**

**-**Year 6Waterpark (Feb) - Blackpool Pleasure Beach trip (May) -Class assemblies - Open afternoon

**Term:** Spring 2010 **Phase:** UKS2

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

**ENGLISH** Writing:

- Explanation text on how rides work (science and DT links)

- Persuasive leaflet to persuade tourists to go to different theme parks (local and around the world) (geography, science and DT links)

- Instructions on how theme parks rides work (science and DT links)

- Week 1: Letters. To write a letter to the theme park companies for information about the rides (computing)

- Narrative (traditional) To write an adventure story

SPaG- Question analysis from MOCKS per class.

**ENGLISH** Reading:

- Guided Reading (groups and whole class)

- Read and respond

- Inference, predictions, summarising, author’s choice of vocabulary, literal style questions

- skimming and scanning to locate answers

**-SUPPORTING ANSWERS WITH EVIDENCE FROM THE TEXT**

- leaflets from theme parks

**Where in the world are we?**

**MATHS- fluency, reasoning, problem solving and mastery and mastery with greater depth. Individual class data and assessment question analysis will inform teaching and learning focus within maths.**

**-** Keeping the knowledge bubbling: place value and 4 operations, fractions, decimals and percentages (morning maths)

**-** Measure (scaling, calculate and compare areas using standard units, temperature, read, write and compare dialogue and digital)

- Algebra (use simple formulae, generate and describe linear number sequences, find pairs of numbers which satisfy an equation for two unknown numbers)

- Ratio and Proportion (solve problems involving similar shapes and scale factors, solve problems involving the relative size two quantities where missing values can be found, unequal sharing and grouping using knowledge of fractions and multiples)

- Statistics (calculate and interpret mean, median, mode and range, complete and interpret information in a variety of sorting diagrams, interpret and construct pie charts and line graphs to solve problems)

- Shape (distinguish between regular and irregular polygons based on reasoning on equal sides and angles, identify 3D and 2D shapes, angles at a point and one whole turn, finding missing and unknown angles, nets)

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| **Texts**  |
| American Folk Tales and Stories |   | Kubo and the two strings- The Junior Novel (GR) | Isaac Newton and his apple |

**RE**

Islam: What is the Qu’ran? Know that the Qur’an is the sacred book for Muslims.

Know how Muslims learn about the Qur’an and why it is important for them to do so. Appreciate that for Muslims the Qur’an contains the direct words of Allah.

Understand that the Qur’an provides a life guide for Muslims.

-Christianity Jesus: What do religious texts and teaching says about God and human lives? Become familiar with stories that reveal aspects of Jesus’ nature. Develop understanding that for Christians Jesus is both human and divine.

**MFL**

- Countries of the world and weather: main points of a short, spoken passage, ask and answer simple questions and talk about themselves, understand the main points from short written texts and write a French weather forecast using short sentences. (geography and science links)

**COMPUTING**

Use a wider range of tools within an art package to manipulate images.

To use the green screen app to create a weather report taking appropriate pictures to enhance the finished product.

Design and create a range of digital

assets such as programs, systems and multimedia content for a defined purpose and audience.

**GEOGRAPHY**

-World and Continents, Architecture and culture (Compare with Brazil; Fair Trade ST Lucia)

- Compare two different regions of the UK (rural and urban)

- Identify the position and significance of latitude/longitude and Greenwich

- Name and locate key features (coast, features of erosion, hills, mountains and rivers)

- Understand how these features have changed over time

- Compare a region in the UK with North America

- Describe and understand key aspects of physical and human geography

- Use field work to measure and observe and record human and physical features in t he local area (educational visit to B.P.B science link)

- Use between 4-6 grid references

- Reading and writing links to a variety of genres linked to theme parks

**HISTORY**

**-** Changes over time in relation to world continents and local area (how theme parks have changed over time geography and science link)

**-** Make comparisons on land uses and culture (RE and PSHE links)

- Study different aspects of people across different cultures (PSHE, RE, geography links)

- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

- Compare across continents on a particular date (slavery) (RE and PSHE links)

- Compare accounts from different sources and consider ways of checking accuracy of interpretations

**MUSIC**

**-** Sing songs from around the world. Sing from memory with confidence, expression & in tune. - Perform alone & in a group, displaying a variety of techniques.

-Take turns to lead a group.

-Hold a part in a round. Maintain a part with an awareness of what others are singing.

-Display confidence singing solo. Sing a harmony part confidently & accurately.

- Singing for assembly

- Theme parks (adverts computing link)

- Understand the different cultural meanings & purposes of music, including contemporary cultural.

- Know that music can be played or listened to for a variety of purposes, (including throughout history & in different cultures).

**SMSC/ PSHE / BRITISH VALUES**

**-** Tolerance of different faiths and beliefs (RE link)

- Rule of the law

- Individual liberty

- Cultures (RE link)

- Risks and pressures (peer pressure, anti-social behaviour and risks at fairgrounds) (science link)

- Being safe (current affairs) (computing link)

- Brexit (geography link)

**OUTDOOR LEARNING**

Changes over time, bird watching, recycling, Woodland trust projects, gardening.

**NON-NEGOTIABLES**

**-** Food technology

- English unit evident and embedded through-out the week

- Practical Science

**PE**

* **Gymnastics** counter balance and counter tension with a group, create and perform longer sequence of actions with a partner that shows awareness of the audience, identify aspects of their own and others’ performances, watch performances to make judgements and suggest ways to improve
* **Football** accept responsibility when working as part of a team, apply a range of skill and tactics, collaborate as a team when defending and attacking, develop sport specific skills with control and precision, travelling skills,
* **Dance** identify aspects of their own and others’ performances, perform dances fluently and with control, perform to an accompaniment, watch performances to make judgements and suggest ways to improve, work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances
* **Dodgeball** accept responsibility when working as part of a team, apply a range of skill and tactics, catch a small ball, collaborate as a team when defending and attacking, develop sport specific skills with control and precision, travelling skills

**Design Technology**

**To use knowledge of forces and electrical circuits in Science to plan, design and make a fairground ride/rollercoaster.**

* To use information sources (including ICT) when developing designs (rollercoasters linked to Science)
* To draw up a specification for their design.(Linked to Art)
* To explore and develop aspects of their design by modelling their ideas in different ways e.g. paper, card, ICT (Linked to Art, ICT)
* Measure and mark out accurately. (Linked to Maths)
* To plan the order of work (Linked to English – instructions)
* Select appropriate tools, techniques and materials. (rollercoasters linked to Science; forces and electrical circuits)
* To evaluate against the original design – identifying strengths and areas for development when carrying out appropriate tests.

**ART**

Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.

Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.

Designing and combining prints. that make connections.

Building up drawings or images using a variety of techniques.

Creating own abstract pattern to reflect personal experiences and expression. To create pattern for a purpose. (Links to DT and science)

**SCIENCE**

**Forces:**

* A study of Newton’s Law in Fairgrounds and theme parks (Geography link). Understand the science behind fairground rides to enable them to make their own with a circuit (DT, geography and English (explanation texts link)
* To explain how unsupported objects fall to Earth (DT linked to rollercoasters)
* Identify the effects of air resistance, water resistance and friction. (DT linked to rollercoasters)
* Recognise mechanisms, including levers, pulleys and gears (DT linked to rollercoasters)

**Electrical Circuits:**

* Electrical circuits with buzzers and bulbs.
* Associate the brightness of a lamp or volume of a buzzer with the number of voltage cells used.
* Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and on/off switches. (DT linked to rollercoasters)
* Use recognised symbols when representing a circuit diagram.