

Repton Manor Primary School Medium Term Plan

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Greater Depth Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			
Remembering Remember and recall info			Expected Skills
			Emerging Skills

Topic: Survival

Year Group: 5

Terms: 1 & 2

Subject - Discrete	Maths					
Unit	Number: Place value (3 weeks)	Number: Addition and Subtraction (3 weeks)	Statistics (2 weeks)	Number: Multiplication and Division (3 weeks)	Measurement: Perimeter and area (2 weeks)	Consolidation (topics as necessary)

Subjects - Discrete	RE	MFL	Computing	PE - Outdoors	PE - Indoors
Unit	<u>Term 1</u> Beliefs and Practices <u>Term 2</u> Christmas Christianity	<u>Term 1</u> Greeting each other Introducing themselves Counting up to 20 Introducing their immediate family Heavier focus on grammar and pronunciation <u>Term 2</u> Saying the days of the week Naming colours Naming countries (extended) Expressing likes and dislikes	<u>Term 1</u> Computer Systems and Networks – Sharing information <u>Term 2</u> Programming – Repetition in Games	Rounders	Athletics

NC objectives	<p>An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others Speak in sentences, using familiar vocabulary, phrases and basic language structures Describe people, places, things and actions orally* and in writing</p>	<ul style="list-style-type: none"> • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 	<p>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</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p>
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Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
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<p>Class Reader: Kensuke's Kingdom</p> <p>SS: Survival day</p> <p>MM: I'm a celebrity day</p> <p>FF: Knot tying / tool making</p> <p>Learning Environment: Japanese inspired</p>	<p>BQ1: How could you survive on a deserted island?</p> <p>Big Answer: Make own island</p>	<p>Reading: retrieval, prediction and inference focus</p> <p>Writing: Character description</p> <p>GPS: Word classes (nouns, pronouns, adjectives, prepositions)</p> <p>DT: Creating island using modroc</p> <p>Life skills: Resilience, world knowledge, fairness</p> <p>Art: Mixed mediums on a single piece, evaluating historical artwork</p> <p>Science: States of matter, filtration, evaporation</p> <p>Geography: Locational knowledge (continents), map reading (contours), climate, biomes</p>	<p>Science</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs reporting 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 <p>Properties and changes of materials:</p> <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>Art</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Design and Technology</p> <p><u>Design</u></p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Geography</p> <p><u>Locational knowledge</u></p>
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			<ul style="list-style-type: none"> 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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<p>Class Reader: Kensuke's Kingdom</p> <p>SS: Survival day</p> <p>MM: I'm a celebrity day</p> <p>FF: Knot tying / tool making</p> <p>Learning Environment: Continue to build on previous term.</p>	<p>BQ 2: Could you survive in the desert?</p> <p>Big Answer: Sahara Survival Guide (chn choose how they could present this)</p>	<p>Geography – continents, equator, meridians, climate zones, deserts</p> <p>Reading: Bear Grylls: Sands of the Scorpion. Structure and layout focus.</p> <p>Writing: Explanation text. How to survive in the....</p> <p>GPS: Relative pronouns Determiners Clauses Relative clauses, phrases</p>	<p>Geography</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	<p>BQ 3: What would it be like to survive in space?</p>	<p>History: Chronological study of space exploration</p> <p>PSHE: Anti-bullying week</p>	<p>Science: Working scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

	<p>Big Answer: Musical piece</p>	<p>Reading: Non-fiction space exploration extracts. Word meaning focus</p> <p>Writing: Fantasy story based on Moon Landing</p> <p>GPS: Writing dialogue.</p> <p>Music: The Planets by Holst – responding, instrumental groups, timbre, musical notation</p> <p>Science – Earth and Space, order of the planets, size/distance, orbits, shape of the earth, movement of the moon, day & night</p>	<ul style="list-style-type: none"> • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting 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 • identifying scientific evidence that has been used to support or refute ideas or arguments <p>Properties and changes of materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Earth and Space</p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky <p>Music</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
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British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and tolerance

<ul style="list-style-type: none"> • Understanding that people have a difference of opinion • Use of persuasion to help other people make up their own minds (without coercion) • Discussion about how it is OK to change your mind over an issue • Understanding that a fair way to resolve differences of opinion is to have a vote and go with the majority and that sometimes compromise is necessary. 	<ul style="list-style-type: none"> • Reinforce the importance of rules and the different places we may have rules – class, school, home, country • Teach children to distinguish right from wrong • Understand reasons behind laws, that they govern and protect us and others. • Understand the responsibilities that this involves and the consequences when the laws are broken. 	<ul style="list-style-type: none"> • an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety • Enable students to develop their self-knowledge, self-esteem and self-confidence (link to survival) • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely 	<ul style="list-style-type: none"> • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other culture • Aztec Gods and polytheism (some religions have more than one god)
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