

MEDIUM TERM PLANNING **Whose legacy is worth commemorating?**



KS2 **YEAR GROUP: 5/6** **TERM: Spring 1 (2023-24)**

SCHOOL VALUE:	GOLDEN THREADS:	BRITISH VALUES:	DIVERSITY:	KNOWLEDGE OF THE WORLD:	EMOTIONAL AWARENESS:	HOOK AND CELEBRATION:	EXPERIENCES / VISITORS:
<ul style="list-style-type: none"> - Courage - Friendship - Respect - Trust 	<ul style="list-style-type: none"> - Guardians of our Environment - Heritage of our area - Forest School - Gardening 	<ul style="list-style-type: none"> - Democracy - The rule of law - Individual liberty - Mutual respect - Tolerance of those of different faiths and beliefs 	<ul style="list-style-type: none"> Windrush Generation History of Black Britain 	<ul style="list-style-type: none"> Multi culturalism Racism Prejudice Gender and Sexism Drugs and Alcohol 	<ul style="list-style-type: none"> Making Choices Responsibility Managing Risk Tolerance and Respect Kindness 	<ul style="list-style-type: none"> London – Shoreditch Street Art Windrush – Portraits of a generation – Royal Collection Windrush meets newsround Coming to England BBC drama Carnival – Notting Hill 	

	HISTORY	GEOGRAPHY	ART/DT	SCIENCE	MUSIC	R.E	P.E	COMPUTING	RSHE	FRENCH
Unit Title	Unheard Histories		Drawing – make my voice heard.	Electricity		People of God How can following God bring justice and freedom?		Networks Text Stories	Drugs and Alcohol	All About Me
1	Who features on banknotes and why?		To explore expressive mark making and drawing techniques	Can I explain the importance of major discoveries in electricity?		Can I tell the story of Moses and identify the stages of the journey he went on to free the Israelites?	Rugby Passing and Ball control	.Networks What do we know about the World Wide Web and the Internet		Rooms in our house Naming
2	Was Elizabeth 1 or Alfred the Great the more significant monarch?		To explore how symbolism in art can convey meaning?	Can I observe and explain the effects of differing volts in a circuit? Can I use symbols in a simple circuit?		Can I explain connections between the story of Moses and the concepts of	Rugby Passing and Teamwork	Networks Our school network and accessing the internet	Drugs and Alcohol and Managing Risk Medicines	Rooms in our house description

<p>END GOAL</p>	<p>Name the features of a banknote. Make inferences about a person using a banknote. Explain the significance of historical figures. Make inferences from sources. Apply criteria to decide if a person is historically significant and explain why. Explain the significance of William Tuke. Research important aspects of a person's life. Explain what makes a person significant.</p>		<p>Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect.</p>	<p><i>Know, use and understand scientific symbols related to electricity.</i></p> <p><i>Know what an electrical circuit is.</i></p> <p><i>Be able to name the parts of a circuit.</i></p> <p><i>To understand what an electrical current is.</i></p> <p><i>To plan an investigation.</i></p> <p><i>To record results and use them to draw conclusions.</i></p> <p><i>To understand what the variables of an experiment are and what they can and cannot change.</i></p> <p><i>To understand the impact of changing variables within a circuit.</i></p>		<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>To know how to hold and control a rugby ball</p> <p>To understand how to pass a rugby ball</p> <p>To understand how to hold a hockey stick and how to control the ball with it.</p> <p>To understand how to and pass a hickey ball</p> <p>To understand the roles of different members of the hockey team.</p> <p>To be able to shoot a hockey ball.</p>	<p>Children will create a flow diagram.</p> <p>Children will code a text story with if commands</p> <p>Children will plan and create story that has choices.</p>	<p>Children will understand the difference between legal and illegal drugs.</p> <p>Children will understand risk associated with drugs and alcohol and how to manage it.</p> <p>Children will be able to reflect on what peer pressure they may be associated with drugs and alcohol and how to manage it.</p> <p>Children will reflect on how drugs and alcohol and represented in the media.</p>	<p>Children will be able to talk about their houses and the places in town.</p> <p>Children will be able to answer questions about their houses and the places in town after they have heard a piece of French, or read an extract in French.</p> <p>Children will be able to write about their houses and places in their town.</p>
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