

Medium Term Plan

Year .....5.....Topic Name <b>Great Inventions</b>				
<b>Overarching Question?</b>	Did they change the world for the better?			
<b>Stunning Start</b>	Blast from the past- using no post industrial revolution inventions.			
<b>Fantastic Finish</b>	Dragons Den			
<b>Subject</b>		<b>NC Programme of study</b>	<b>Possible Tasks</b>	<b>Outcomes 'I can .....</b>
<b>English Genres and Focus</b>				
<b>Maths</b>	<p>Geometry – Position and Direction.                      Measurement – Converting Units.                      Measures – Volume.</p>	<p>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>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including</p>		<p>I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed.</p> <p>I can convert between different forms of metric measurement e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.</p> <p>I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.</p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>I can calculate and compare the area of rectangles (including squares), and including using standard units,</p>

		<p>squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes. Estimate volume e.g. using 1cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water. Solve problems involving converting between units of time. Use all four operations to solve problems involving measure e.g. length, mass, volume, money, using decimal notation, including scaling.</p>		<p>square centimetres (cm<sup>2</sup>), square metres (m<sup>2</sup>), and estimate the area of irregular shapes. I can estimate volume by using 1cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity by using water and different containers. I can solve problems where I need to convert between units of time. I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling.</p>
<b>Science</b>		<p>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>		<p><i>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</i> <i>I can describe the movement of the Moon relative to the Earth.</i> I can describe the Sun, Earth and Moon as approximately spherical bodies. I can explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.</p>
<b>PE</b>	<p>Outdoor- Net games Indoor-team building games</p>	<p>Begin to reflect on mistakes and see them as an opportunity to learn from Identify something he/she is confident in Make links between a balanced lifestyle and being happy Explain how confidence can affect</p>		<p>I know when I have made mistakes and can then use these experiences to change my approach in the future I can explain something I am good at I know that if I eat well, exercise and look after my hygiene I will 'feel'</p>

		<p>performance</p> <p>Develop interest in participating in sports activities and events at a competitive level</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p>		<p>good</p> <p><i>I know that if I am confident about doing something I am more likely to do it well and if I am not confident I am less likely to do well</i></p> <p><i>I enjoy sports and activities as part of my interests and hobbies</i></p> <p>I can take part in organised games and sports using my skills and tactics to help my team</p>
<b>Art/DT</b>	Product design and making	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>Evaluate his/her work against their intended outcome</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product</p> <p>To create prototypes to show my ideas</p> <p>Make careful and precise measurements so that</p>	<p>Cams toys</p> <p>Making musical instruments</p>	<p>I can develop different ideas which can be used and explain my choices for the materials and techniques I have used</p> <p>I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work</p> <p>I can talk about my work and how close it came to what I wanted to do</p> <p>I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>

		<p>joins, holes and openings are in exactly the right place</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable</p> <p>Understand how to use more complex mechanical and electrical systems</p>		
<b>PSHE</b>		<p>To learn about a range of moods and feelings and how they affect behaviour</p> <p>To learn about mood swings and how to manage these</p> <p>To learn a vocabulary for very strong feelings</p> <p>To learn how strong feelings may cause people to act in a way that they would not usually act</p> <p>To learn that different people may feel differently and react in different ways to</p>		<p>I can suggest coping strategies for dealing with rapidly changing moods</p> <p>I can suggest strategies for managing strong emotions</p> <p>I recognise that people feel differently about situations, and that this may cause them to react in different ways</p> <p>I empathise with others and see things from their points of view</p> <p>I suggest safe places where they can spend time alone</p> <p>I identify skills, qualities</p>

		<p>the same situation</p> <p>To learn to understand behaviour by thinking about what other people might be thinking/feeling</p> <p>To learn that people sometimes feel the need to spend time alone</p> <p>To learn where they could go if they were feeling like this</p> <p>To learn about feelings that people might encounter whilst working to achieve a goal</p> <p>To learn about skills, qualities and strategies which help people to overcome difficulties in order to achieve a goal</p> <p>To learn about how making and achieving targets can make you feel good</p> <p>To learn to set simple targets for themselves</p> <p>To learn to break a long term ambition into smaller achievable targets</p> <p>To learn rules for getting on with others; that different relationships might have different rules</p> <p>To learn rules and laws which help communities to keep good relationships and the way these are set up</p> <p>To learn skills for getting to know new people</p> <p>To learn what</p>		<p>and strategies that are useful for achieving goals</p> <p>I set simple targets for themselves and turn them into a plan</p> <p>To identify rules for getting on with others, and recognise that different relationships might have different rules</p> <p>I can identify some of the rules and laws which help communities to keep good relationships and the way these are set up</p> <p>To identify ways of getting to know other people</p> <p>I can recognise how stereotypical attitudes can affect relationships understand that discrimination and stereotyping can lead to conflict and wider misunderstanding</p> <p>To know the ground rules for resolving conflict</p> <p>To become aware of the importance of staying focused on the problem</p> <p>I can demonstrate effective problem-solving techniques when resolving conflict</p>
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<b>RE</b>	What does it mean to be a Muslim in Britain today?	What connections are there between Muslim practice of the Five Pillars and their beliefs about	Where do we belong? What does it mean to belong to a faith community?	I can explore the practice, meaning and significance of the Five Pillars of Islam as an expression of

		<p>God and the Prophet Muhamad?</p> <p>How does each pillar affect the life of a Muslim?</p> <p>What connections are there between the key functions of the mosque and the beliefs of Muslims?</p> <p>What forms of guidance does a Muslim use?</p> <p>What comparisons can you make between Muslim guidance and forms of guidance you experience?</p> <p>What is the value and purpose of religious practices and rituals in a Muslim's daily life?</p> <p>What different perspectives, including your own can you give to answer the key question?</p>	<p>What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today?</p> <p>What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p>	<p>ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? I can think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. I can consider what beliefs, practices and values are significant in pupils' lives. I can consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (hafiz, hafiza). I can find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and</p>
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				<p>actions of the Prophet Muhammad).          Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.          I can investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.</p>
<p><b>Computing</b></p>		<p>Design, input and test an increasingly complex set of instructions to a program or device          Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems          Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated          Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user          Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency</p>	<p>Year 6 to run teaching workshops</p>	<p>I can write increasingly complex programs  <i>I can control external hardware from within my programs</i>  <i>I can use loops to repeat tasks within a program</i>          I can use IF statements to alter the way my programs run          I can explain how increasingly complex algorithms solve a given problem</p>
<p><b>Geography</b></p>		-		



<b>History</b>		Give some reasons for some important historical events Present findings and communicate knowledge and understanding in different ways		I can give some reasons for some important historical events <i>I can present findings and communicate knowledge and understanding in different ways</i>
<b>Music</b>		Develop an increasing understanding of the history and context of music Compose complex rhythms from an increasing aural memory Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Understand how pulse, rhythm and pitch work together	Invent a musical instrument Music for maypole dancing	I can develop an increasing understanding of the history and context of music <i>I can compose complex rhythms using my aural memory</i> <i>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</i> <i>I can understand how pulse, rhythm and pitch work together</i>
<b>KS2 MFL</b>			Bastille Day	
<b>Local focus</b>				
<b>Visitors or trips</b>				
<b>Special Focus Days/Weeks</b>	Dragons Den style inventions fair in hall			