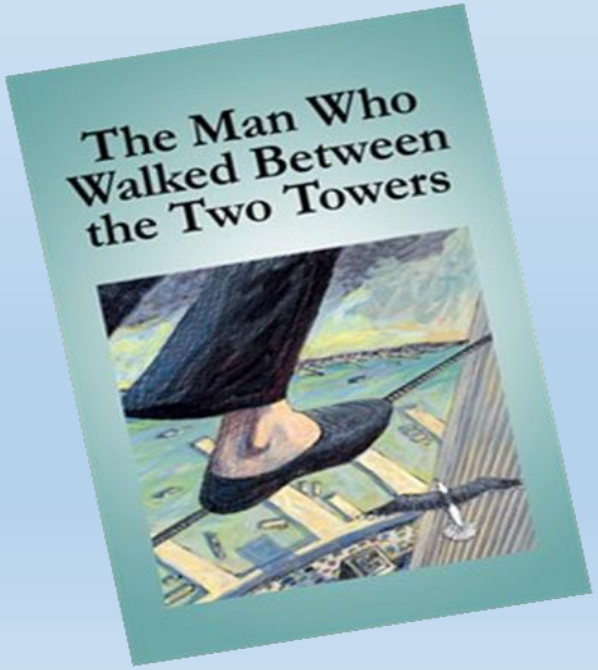
Thornton Primary School

Curriculum Medium Term Planning



Year: 5

Term: Autumn 2

Explanation

This half term we are going to be learning about Forces and Magnets in Science. We will also be exploring the construction of structures and the mechanical systems of gears and pulleys.

Our quality text will reflect the Year 5 Science learning as we read: The Man Who Walked Between The Towers by Mordicai Gerstein which is based on the true story of Philippe Petit, a young French aerialist, and his daring 1974 high wire walk between the twin towers of the World Trade Centre.

In Geography we will be asking, how can we locate countries of the world? We will use a wide range of maps including electronic and satellite imagery to locate countries and study their human and physical features e.g. significant environments - mountains, rivers and landmarks in Europe.

Our Challenge Question Is: 'Does Everything That Goes Up, Come Down'?

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Science

Retrieval	Vocabulary	Knowledge	Skills
In year 3 children should: • Compare how things move on different surfaces • Know how a simple pulley works • Notice that forces need contact between two objects • Notice how magnets attract and repel each other • Compare and group together a group of everyday items on whether they are attracted to a magnet and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attractor repel each other, depending on which poles are facing.	Mass Lever Pulley Mechanical systems Gravity Newton meter Friction Air resistance Water Resistance Up-thrust	• Know about the different forces. • Know what gravity is and its impact on our lives. • Know the effect of air and water resistance. • Know the effect of friction. • Know how levers, pulleys and gears allow a smaller force to have a greater effect.	• Explain that unsupported objects fall towards the Earth because of the force of gravity • Identify the effects of air resistance and water resistance. • Identify the effects of friction and the act of moving between surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • To understand that forces act upon each other. • Explain that forces can be balanced and unbalanced

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO: To can explain that unsporting objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Children will be observing different forces and measuring the forces using equipment	LO: **To explain that unsporting objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.** Children will set up a test which answers a scientific enquiry, to change the speed of a pendulum	LO: **To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.** **C**hildren will interpret and communicate results, from data using scientific vocabulary. They will make recommendations to a sky diving company.	LO: **To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.** Children will plan different types of enquiry to answer	LO: **To can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.** Children will take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings.	LO: **To know that some mechanisms, including levers, pulleys and gears allow a smaller force to have a great effect.** Children will take part in an investigation and record results in a table

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Geography- How can we locate countries of the world?

Retrieval	Vocabulary	Knowledge	Skills
• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map and identify their significance • Lines of latitude are imaginary lines that divide the earth • The equator is he most famous line of latitude which circles the centre of the Earth. It is halfway between the North and South Poles • Countries near the equator have a warmer climate. The coldest places on Earth are far away from the equator • Each part of the globe is called a hemisphere • Northern Hemisphere is the half of the world, which is north of the Equator COUNTRIES: China, Brazil, Egypt, Norway and Australia	Atlas, map, aerial photograph, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, north, south, east, northeast (NE), southeast (SE), southwest (SW), northwest (NW), Ordnance survey, grid reference, contour lines, co-ordinate	• Name some countries across the world and their capital cities • Invisible lines of latitude and longitude form a grid over the Earth • There are 24 different time zones – one for each hour in the day. • An imaginary line that divides the earth into eastern and western hemispheres. • The prime meridian or Greenwich Meridian is a line is a line of longitude at 0 degrees. • It passes right through Greenwich in London. • Time in countries to the east of the Prime Meridian is always in front of that in the UK.	• Use a wide range of maps, atlases, globes and digital/computer mapping (google earth) to locate countries and features studied e.g. significant environments e.g. mountains, rivers and landmarks in Europe. Compare the climate, land use, cities, mountains and rivers of another European country with the UK. • Begin to identify topographical features, significant places and environments throughout the world • Locate lines of latitude and longitude - Locate the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on an atlas and globe • Use the eight cardinal points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to locate places and features. • Use the zoom facility on digital maps to locate places at different scales • Find/recognise places on maps of different scales

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
L.O: What do children know about locating countries? Locate world countries (see overview for countries) on maps and globe. Locate capital cities. Pre learning assessment-memory cloud	**L.O: To describe the position of countries in relation to main lines of latitude.** Describe the position of countries in relation to main lines of latitude including hemispheres and bodies of water. Where are they in relation to the UK? Continents (Use 8 points of compass to describe all of above)	**L.O: To use a four-figure grid reference to locate places studied** Use digimaps – to find the grid references for the countries and capitals.	**L.O: To compare time zones in different places of the world** Children to use maps to work out time zones	**L.O: To learn about the climate zones** L.O: To investigate weather and climate in countries (climate maps and data) Label the climate zones on a map for a chosen country. Answer questions about this country and its climate.

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RE - Why doesn't Christianity always look the same?

Retrieval	Vocabulary	Knowledge	Skills
• Identify events involved in the compilation and creation of the first Christian Bible. • Comparing different types of writing found in the Bible and discussing their purposes. • Explain the criteria used to decide which texts were included in the canonised Bible. • Explain the impact of key figures and events on the development of the modern-day Christian Bible. • Describe how and why the Christian Bible has developed over time. • Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible. • Investigate and identify where the Bible is found in different churches and how this has changed over time.	crucifixion denomination Holy Spirit pilgrimage portrayal sacraments succession The Trinity	• Some of the ways that history, geography and leadership influence people's worldviews. • Leadership and authority can impact people's worldviews. • People are inspired and led by others from within and outside their community. • Scripture can be interpreted in different ways. • The community or group someone is part of shapes their sense of belonging. • To know that some answers to questions can change over time and reflect on why this might be the case. • To know a person's perspective influences how they interpret sources of evidence. • To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices.	• Asking challenging questions and reflecting on the origins of their questions. • Identifying key information from a broad range of sources independently. • Explaining why interpretations of scripture and stories vary among different people. • Synthesising information from different sources to suggest ideas about beliefs. • Recognising how the historical and cultural context of stories can influence their meaning. • Considering the intention of the storyteller and the impact of the story. • Reflecting on how stories are interpreted differently by different audiences and why. • Recognising further symbols and their representations within and across religions. • Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. • Forming conclusions based on a range of sources. • Making connections between religious and non-religious traditions, beliefs and practices. • Appreciating the value of diversity within religions and worldviews.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Why did some people believe Jesus was the Messiah? To assess the significance of Jesus to some of his followers.	Lesson 2: How did Christianity develop? To recognise factors that influenced the spread of Christianity.	Lesson 3: What is Roman Catholicism? To identify some of the features of a Catholic church.	How have historical changes impacted Christianity? To recognise why Christianity changed over time.	How can being part of a Christian community give a sense of belonging? To consider the impact of Christian practices.	Does everyone have the same picture of Jesus? To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world.

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Design Technology - Electrical Systems (Doodlers)

Retrieval	Vocabulary	Knowledge	Skills
Electrical systems: Torches A Kapow Doodler is required for Lesson 2: Meet the Kapow Doodlers. Watch the *Teacher video: Meet the Kapow Doodlers* and follow the steps to build the motorised product to demonstrate during the lesson.	• circuit component • configuration • current • develop • DIY • investigate • motor • motorised • problem solve • product analysis • series circuit • stable • target user	• Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function. • Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path. • Describe a motor as a circuit component that changes electrical energy into movement. • Provide examples of motorised products that use movement to rotate or spin different parts. • Remove and replace different parts of a Doodler, as part of a team. • Suggest ways to switch the configuration to amend the form or function of the Doodler. • Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form). • Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft). • Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two).	• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
LO: To understand how motors are used in electrical products. I can identify simple circuit components (battery, bulb, motor and switch). I can explain what a series circuit is. I can give examples of motorised products and explain their primary function.	**To investigate an existing product to determine the factors that affect the product's form and function.** I can take apart a product and reassemble it. I can determine which parts of the product affect its function. I can determine which parts of the product affect its form. I can alter the way a product functions by tinkering with its configuration.	**To apply the findings from research to develop a unique product.** I can identify design criteria based on findings from an investigation. I can develop my design based on key points discovered in an investigation. I can incorporate a motor into an electrical system.	**To develop a DIY kit for another individual to assemble their product.** I can identify and list the materials, equipment and circuit components required to build my product. I can explain the steps required to assemble my product. I can explain how to build and integrate an electrical system as part of my product.

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PSHE

Retrieval	Vocabulary	Knowledge	Skills
Year 4 • I can say how differences sometimes cause conflict but can also be something to celebrate. • I can begin to manage conflict by using negotiation and compromise. • I can suggest strategies for dealing with someone who is behaving aggressively. • I can demonstrate ways of showing respect to others' differences. • I can explain why it's important to challenge stereotypes that might be applied to me or others.	Acceptance Racism Respect Tolerance Prejudice Stereotypes Diverse Multicultural	• To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • To know the importance of self-respect and how this links to their own happiness.	• I can give examples of different faiths and cultures and positive things about having these differences. • I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • I can empathise with people who have been, and currently are, subjected to injustice, including through racism. • I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. • I can give examples of why posting an inaccurate impression of themselves could be harmful for people that do it. • I can reflect on how individual/group actions can impact on others in a positive or negative way.

Lesson 1	Lesson 2	Lesson 2	Lesson 4	Lesson 5	Lesson 6
LO: To describe ways of making a friendship last; explain why friendships sometimes end. ***Qualities of a good friend*** Ask the children to study the list of friendship qualities and discuss in their groups which they think are important. .	**LO: To demonstrate respectfulness in responding to others** ***Kind conversations:*** Give the children the *Conversation starters* Activity sheet. In pairs and in character, they should choose a conversation to develop using the two roles.	**LO: To consider how discriminatory behaviour can be challenged.** ***Happy being me:*** Tell the class the story of Rosa Parks. Working in pairs or small groups and using the Rosa Parks Activity sheet discuss the questions listed.	**LO: To describe the benefits of living in a diverse society** ***The Land of the Red People*** Complete The United Kingdom Jigsaw Ask the children to think of the different groups that make up their school; their local community; other parts of the UK.	**LO: To understand that the information we see online, either text or images, is not always true or accurate** ***Is it true?*** When we look at a picture or a post online, can we tell whether the information it presents is an accurate record of the reality or not? Even if it's someone we know, it might not be what we think it is. People posting online choose how they want to present themselves.	**LO: To give examples of how bullying behaviours can be stopped** ***Stop, start, stereotypes:*** Ask the class to think of any well-known stereotypes. Ask children to reflect on whether these stereotypes are based on fact or on assumptions and prejudice, concluding that some people might be like this but many won't be.

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Computing

Retrieval	Vocabulary	Knowledge	Skills
• To be able to explain that video is the recording, reproducing, or broadcasting of moving visual images. • To be familiar with the basic functions of the devices your learners will be using for filming. • To be familiar with the filming techniques • To be familiar with the concept of a storyboard. • To be familiar with the devices and apps or programs that you will use to import and edit video content.	Video, audio, camera, talking head, close up microphone, lens, side by side, high angle, low angle, normal angle Zoom Storyboard, filming, review Delete, trim, reorder, export, evaluate, share close up, mid range, long shot, moving subject, pan, tilt, Static camera Panning	• I can explain that video is a visual media format • I can identify features of videos • I can compare features in different videos • I can identify and find features on a digital video recording device • I can experiment with different camera angles • I can recognise camera angles in a video • I can suggest filming techniques for a given purpose • I can capture video using a range of filming techniques • I can review how effective my video is • I can outline the scenes of my video • I can decide which filming techniques I will use • I can store, retrieve, and export my recording to a computer • I can explain how to improve a video by reshooting and editing	• To be able to plan, record, edit, and create a video. • To understand recording, reproducing, or broadcasting of moving visual images. • To be familiar with several shot types and filming techniques. • To use a storyboard is used as a planning tool. • create and save video content • store, retrieve, and export my recording to a computer • make edits to my video and improve the final outcome • to demonstrate how to export the video project into an mp4 format for viewing.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
LO: To explain what makes a video effective. Children will be introduced to video as a media format	**LO: To use a digital device to record video** Children will explore the capabilities of a digital device that can be used to record video	**LO: To capture video using a range of techniques** Children will use a storyboard to explore a variety of filming techniques	**LO: To create a storyboard** Children will plan a video by creating a storyboard	**LO: To identify that video can be improved through reshooting and editing** Children will film the remaining scenes of their video, and then import their content to video editing software	**LO: To consider the impact of the choices made when making and sharing a video** Children will complete their video by removing unwanted content and reordering their clips

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MFL (KS2)

Retrieval	Vocabulary	Knowledge	Skills
• Knowing numbers up ot 30 • Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'. • Pupils will understand very short passages of spoken language that they hear • To have used basic Role Play to consolidate learning • The letter sounds (phonics & phonemes) from previous phonics and pronunciation lessons • Vocabulary from relevant earlier learning units: • Les Glaces (Ice Creams) • Les Legumes (Vegetables) • Les Fruits (Fruits) • Pupils will have attempted to spell and write some simple words and vocabulary from memory	Un jus d'orange (Orange Juice) Un café (Coffee) Un cafe au lait (Coffee with milk) Un the au lait (Tea with milk) Un tea an citron (Lemon Tea) Un chocolat chaud (Hot Chocolate) Un croissant (a croissant) Du beurre (some butter) Du pain (some bread) De la confiture (some jam) Des biscottes (some melba toast) Des céréales (some cereal) Je prends (I am going to have) Qu'est-ce tu prends pour le petit déjeuner? L'addition s'il vous plait (The bill please)	• To know how to order from a selection of foods from a French menu • To know how to order from a selection of drinks from a French menu • To know how to order a French breakfast • To know how to order typical French snacks • To know how to ask for the bill • Know key spoken everyday and useful language • Know the language and vocabulary to give their opinions they want to express	• To improve memory, recall and retention skills from previous learning • Being able to say from memory the language needed for ordering drinks, food and snacks • Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say e.g.: a (un/une) or some (de/des) • Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. • Listen to a short text using familiar vocabulary and answer simple questions in English.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
LO – To learn the names of drinks To begin learning how to order drinks at a cafe	LO – To learn the names of some breakfast foods To begin learning how to order food for breakfast in a cafe	LO – To role play ordering drinks and food at a café for breakfast Qu'est-ce tu prends pour le petit déjeuner?	LO - To use: 'Qu'est-ce tu prends pour le petit déjeuner?' and 'Je prends' to collect data for a class survey	LO – To learn and use: 'Je voudrais…' To learn to order some extra food and drinks items in a cafe	LO – Unit Assessment Can you order what you would like to eat and drink in a French cafe?	LO – To learn the names of drinks To begin learning how to order drinks at a cafe

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Music – Sing and play in different ways

Retrieval	Vocabulary	Knowledge	Skills
• To perform with control and awareness of others • To recognise musical notation of a crotchet and minim and to know how many beats they represent • To know and use the terms: tempo, pitch, duration, beat and rhythm • To understand layers of sound and to discuss their effect on mood and feeling	Solo Beat Rhythm Compose Perform Ensemble Key signature Time signature Notation Improvisation	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	• To identify and move to the pulse with ease. • To think about the message of songs. • Talk about the music and how it makes you feel. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune' • To listen to the group when singing. • To rehearse and perform their part within the context of the Unit song.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LO – To listen with attention to detail To appreciate and understand a wide range of high-quality live and recorded music	**LO -** To listen with attention to detail and recall sounds with increasing aural memory	**LO –** To be able to play and perform in solo and ensemble contexts	**LO -** improvise and compose music for a range of purposes	**LO -** improvise and compose music for a range of purposes	**LO -** To be able to play and perform in solo and ensemble contexts

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pe planning — physical education medium term planning — intent, implementation, impact

Implementation Phase			
Key Stage:	UKS2	**Unit:**	Tag Rugby

Prior Learning Required - LKS2 Progression Maps Objectives:

- Move in different directions learning to move away from your opponent and keep control of the ball when running.
- Learn how to pass in rugby, catching successfully and improving skills whilst on the move.
- Move forward to attack as part of a team – running in a line.
- To work as part of a team when defending, keeping in a line, and spreading out.
- Develop attacking and defending skills within tag rugby, successfully scoring tries, tagging opponents, and passing the ball backwards to a teammate.
- To begin to understand and follow the rules of tag rugby.
- Improve decision making skills and choose the right skills that meet the needs of the situation.

National Curriculum Links

2a: Use running, jumping, throwing, and catching in isolation and in combination.
2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars of Progression

- Continued progress of **Motor Competence**.
- Understanding and applying **Rules, Strategies** and **Tactics**.
- **Healthy Participation**; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.

Key Unit Objectives (Key skills addressed to achieve success throughout the unit)

- Step 1: To travel at speed with the ball
- Step 2: To dodge and fake passes when running with the ball
- Step 3: To catch the ball whilst under pressure
- Step 4: To watch and evaluate the professional game
- Step 5: To decide on ways to attack when playing games
- Step 6: To decide on the best ways to defend in games

Resources & Equipment

- Tags
- Tag belts
- Marker spots
- Cones
- Rugby balls
- Bibs

Key Vocabulary

- Rugby
- Tag
- Pass
- Share
- Attack
- Defend
- Mark
- Dummy

Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Begin to understand the importance of lines in tag rugby – both for attack and defence.
- Use simple tactics in games to achieve success as a team.
- Understand the defensive duties in tag rugby and the process of tagging.
- To understand the rules of the game and participate in full games.
- Understand the importance of keeping in a line in both attacking and defending plays.

Procedural Knowledge:

- Increase accuracy and control when passing and catching whilst moving at speed.
- Participate in competitive games, following the rules and playing fair.
- Continue to improve different ways to pass – fast, slow, high, low.
- Incorporate the rules of the game into small sided games like passing backwards.
- To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate.
- Carefully consider the best way to score a try and win the game, remembering to find and use space when running.
- Successfully remove tags in accordance with the rules.