

### Literacy Genres

- Scientific report writing
- Letter writing
- Persuasive Text
- Discussion



### Reading Themes

Friend of Foe by Michael Morpergo

### Focus from School Improvement Plan

WRITING at greater depth

### Numeracy



- Fractions
- Decimals
- Percentages
- Measure
- Perimeter, area and volume
- Position

CLASS: 5 YEAR GROUP: 6

### MEDIUM TERM PLANNING OVERVIEW

TERM: Autumn

NUMBER OF WEEKS: 9

THEME: Celebrations (Special focus week, religious festivals involving light)

### FABULOUS FINALE!

WW2 Street Party

### WOW STARTER!

Variety of craft activities based on the celebration of Diwali

### Key Skills

Collaboration Independence Respectful

### LINKS TO BRITISH VALUES

**Rule of Law:** exploring rules in different parts of the world, such as during WW2 and what this meant to people.

**Individual Liberty:** Looking at the right for people to express their opinions in many ways such as WW2 consciences objectors.

**Mutual Respect:** looking at different religious festivals, looking at different opinions and why they may cause contentions (focus on WW2)

### ASSEMBLY THEMES

**Mutual Respect,  
Tolerance and Human  
Rights**

**Language of The Month**

**Hindi, French and  
Spanish**

**Social Development:** accepting the consequences of their actions

**Moral Development:** children pose questions about the act of war

**Spiritual Development:** reflect on their own beliefs as they learn about a variety of festivals and celebrations across many faiths and non-believers.

**Cultural Development:** studying a variety of festivals, who celebrates the different festival, why and how?

EYFS CURRICULUM AREA		YEAR GROUP World War 2
Personal, Social & Emotional Development	 <b>Citizenship</b>	<p><b>Social Development:</b> accepting the consequences of their actions and the actions of others.</p> <p><b>Moral Development:</b> children pose questions about the act of war and consider their own feelings, opinions and development of moral purpose.</p> <p><b>Spiritual Development:</b> reflect on their own beliefs as they learn about a variety of festivals and celebrations across many faiths and non-believers.</p> <p><b>Cultural Development:</b> studying a variety of festivals, who celebrates these festival, why and how? What can we learn from living in a multi-cultural society about others and ourselves.</p>
	 <b>Key Skills</b>	<p><b>Collaboration</b> - working together within a variety of situations and as a class to plan the fab finale of a street party.</p> <p><b>Independence</b> - within the class on individual tasks and also when doing independent research for the school projects.</p> <p><b>Respectful</b> - learning about other faiths and believes and respecting all members of society no matter where they come from, if they are different or what they believe.</p>
Physical Development	 <b>PE</b>	

<p><b>Understanding The World</b></p>	 <p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?</li> <li>• Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</li> <li>• Can they describe the ways in which nutrients and water are transported within animals, including humans? Can they make a diagram of the human body and explain how different parts work and depend on one another?</li> <li>• Can they name the major organs in the human body?</li> <li>• Can they locate the major human organs?</li> </ul> <p>Can they make a diagram that outlines the main parts of a body?</p>
	 <p><b>Geography/History</b></p>	<p><b>Battle of Britain WWII</b></p> <p>Can they say where a period of history fits on a timeline?</p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>Can they identify and explain their understanding of propaganda?</p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p>
	 <p><b>RE</b></p>	<p><b>Festivals of Light across different religions and celebrations within different cultures. Looking at reasons behind the celebrations that underpin faith and motives.</b></p> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Hanukkha</li> <li>• Tazaungding</li> </ul>

		<ul style="list-style-type: none"> <li>• Births, baptisms, coming of age, marriages and death ceremonies</li> </ul>
	 <b>ICT</b>	<p>Research and presentation of findings using Powerpoint and Word processing formats.</p>
	 <b>British Values</b>	<p><b>Rule of Law:</b> exploring rules in different parts of the world, such as during WW2 and what this meant to people.</p> <p><b>Individual Liberty:</b> Looking at the right for people to express their opinions in many ways such as WW2 consciences objectors.</p> <p><b>Mutual Respect:</b> looking at different religious festivals, looking at different opinions and why they may cause contentions (focus on WW2)</p>
<b>Expressive Arts &amp; Design</b>	 <b>Art/DT</b>  Famous artists/designers:  Famous local artists/designers:  Famous artists/designers from EM groups/with SEND:	<p>Poppies for display</p> <ul style="list-style-type: none"> <li>• Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>• Can they explain why they have combined different tools to create their drawings?</li> </ul> <p>Can they explain why they have chosen specific drawing techniques?</p> <ul style="list-style-type: none"> <li>• Can they explain what their own style is?</li> <li>• Can they use a wide range of techniques in their work?</li> </ul> <p>Can they explain why they have chosen specific painting techniques?</p> <p>Small toy that is sewn Textiles</p> <ul style="list-style-type: none"> <li>• Have they thought about how their product could be sold?</li> </ul> <p>Have they given considered thought about what would improve their product even more?</p>



## Music

Famous composers/musicians:

Famous local  
composers/musicians:

Famous composers/musicians  
from EM groups/with SEND:

Appraising Christmas classical and modern songs (Nutcracker, do they know its Christmas)

- Can they refine and improve their work?
- Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
- Can they analyse features within different pieces of music?

Can they compare and contrast the impact that different composers from different times will have had on the people of the time?



## French

- Letters to their French penpals
- Writing French Christmas cards
- Exploring family relationships
- Exploring likes and dislikes