



Literacy Genres

Traditional stories and non-chronological reports



Reading

Themes: non-fiction texts

Focus from School Improvement

Plan

Greater Depth Writing
Reading Comprehension
Handwriting
Spelling



Numeracy Blocks

Algebra and ratio

Application of all mathematical learning covered to solve problems

MEDIUM TERM PLANNING OVERVIEW

Class 5 Year 6

TERM: Spring second half

NUMBER OF WEEKS: 7

THEME: The Living Planet

FABULOUS FINALE!

Parents' Stay,
Share and Learn
Sharing work with
parents

WOW STARTER!

Visit to Twycross Zoo

Fundamental British Values

Individual Liberty:

Rule of Law: Laws

Democracy:

Mutual Respect: Respect all individuals and animals

Tolerance:

ASSEMBLY THEME:

DISPLAY IDEAS:





Earth/sustainability promises





Social Development: being responsible for our environment and world

Moral Development: responsibility for our planet

Spiritual Development:

Cultural Development:

EYFS CURRICULUM AREA		KEY STAGE 2 THEMES/TOPICS
Personal and Social Development	 PHSCE	<p>I can appreciate the need for us to look after our planet.</p> <p>I understand the reasons for fair trade.</p>
Physical Development	 PE	Covered by Mr Hesketh
Understanding The World	 Science	<ul style="list-style-type: none"> • Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? • Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? • Can they give reasons for classifying plants and animals based on specific characteristics? • Can they explain why classification is important? • Can they readily group animals into reptiles, fish, amphibians, birds and mammals? • Can they sub divide their original groupings and explain their divisions? • Can they group animals into vertebrates and invertebrates? • Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?
	 Geography/History	<ul style="list-style-type: none"> • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? • Can they explain how the time zones work?

	 ICT	<ul style="list-style-type: none"> • I can conduct a video chat with people in another country. - communication with our French friends • Can they confidently choose the correct page set up option when creating a document? • Can they confidently use text formatting tools, including heading and body text? • Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?
Exoressive Art and Design	 Art/DT	<ul style="list-style-type: none"> • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. (Design their own front cover of an environmental magazine/save the planet magazine or design a poster to persuade people to buy fair trade products) • Can they justify the materials they have chosen? Can they combine pattern, tone and shape? (Collage of the world https://iheartcraftythings.com/earth-day-collage.html?sref=pi)
	 Music	<p>Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</p>
	 French	<p>I can conduct a video chat with people in another country. - communication with our French friends</p>