

Spring Medium Term Overview 2019/20

Year Group: 5/6 Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
Crime and punishment	Investigate and interpret evidence	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 	<p>Explore images from different periods from Anglo-Saxon, Tudor and Victorian times with a focus on Crime and Punishment, making comparisons between time periods and relating to crime and punishment in today's world.</p> <p>Children to make inferences from images and use evidence to support their findings.</p> <p>Look at crime and punishment in today's world – DNA, fingerprint technology, photofit descriptions, role of the police today.</p>
	Build an overview of world history	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>At the end of the term, children to use all their knowledge and evidence they have collated to respond to a question re: changes in crime throughout time.</p> <p>With each time period studied, children will look at why changes in crime and punishment occurred, e.g religion, industrialisation, politics, etc. What impact did this have on how people were punished?</p>
	Understand Chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<p>Continual focus and referral to time line – where are we in history? What else was happening during this time period?</p>

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		<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<p>Anglo-Saxons – Was there a police force? How were crimes punished during this time? Explore the terms weregild, outlaw, trial by ordeal and oaths. Recap on learning from last term in relation to Anglo-Saxons – e.g, names of the different kingdoms.</p>
	Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 	<p>Tudors - explore different Tudor punishments – why were these used? How did religion have an impact on Tudor crime and punishments? Key focus on Tower of London, execution, beheading, gallows, branding, pillory, stocks, ducking stool, drunkard's cloak, branks, vagrants, treason, heresy.</p> <p>Victorians – focus on changes in society during this period (such as industrialisation) and crimes that came along with this. Explore different punishments, e.g, transportation to Australia, including punishments for children who committed crimes – reformatory/industrial schools. Explore the introduction of the police force – truncheon. See above.</p> <p>Children will use images, texts and statistics to infer information about crime and punishment in the past.</p> <p>Links between time periods will be discussed, along with chronology, timelines, reference to centuries.</p>

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- Use original ways to present information and ideas.

Geography

North America	Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>Identify the continent of North America. What countries are within this continent? Locate on a map and discuss.</p> <p>What is a city? What is a capital city? Look at physical and human characteristics of cities and other areas in North America. Discuss the terms – rural, urban, population, culture, tourism, terrain.</p> <p>Explore at a range of maps of North America to make comparisons between areas.</p> <p>Make comparisons between regions/areas in North America and regions/areas in the United Kingdom – link to work completed in Autumn term.</p> <p>Use graphs and charts to draw conclusions about climates within North America</p>
	Investigate patterns	<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. 	<p>Look at areas of North America, discussing why they may have changed over time – e.g. cities becoming larger, key landmarks such as the Grand Canyon changing due to erosion, etc.</p> <p>Discussion regions in North America, including their similarities and differences. Make comparison to regions within the United Kingdom.</p>

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		<ul style="list-style-type: none"> Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. 	
	Communicate geographically	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>Identify key landmarks in North America, such as Grand Canyon, Niagara Falls, etc – locate on a map, identify their physical features. How were they formed? Have they changed over time? What would be the reason for this?</p> <p>Learn about climate zones. What is a climate zone? Explore different zones within North America. Create a climate zone map which identifies the differences within the continent. Use graphs and charts to draw conclusions about climates within North America. Precipitation, seasons.</p> <p>Learn about time zones within North America. What is a time zone? Why do different parts of the world have different climate zones? Calculate times in different areas of North America. Link to Ben Smith 2020 USA challenge.</p>

Art & Design

Cityscapes	Develop ideas		
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	Master Techniques	<p>Painting</p> <ul style="list-style-type: none"> Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. <p>Drawing</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). <p>Print</p> <ul style="list-style-type: none"> Create an accurate pattern, showing fine detail. 	<p>Learn who Charles Fazzino is and how he creates his unique landscapes. Explore what 3D pop art is.</p> <p>Look at artwork by Leonid Afremov and his use of palette knife to create texture.</p> <p>Look at how sky and light in photos of cityscapes changes at different times of day. Explain what a silhouette is before looking at how to create a silhouette with a colourful background.</p> <p>Learn about famous cities around the world, which are near water. Explore reflections on these bodies of water and how to paint these.</p> <p>Using inspiration from the greats and the techniques they have learnt to paint their own version of a cityscape.</p>
	Take inspiration from the greats	<ul style="list-style-type: none"> 	

Design & Technology

Food	Master practical skills	<ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. 	<p>Learn about nutrition. What does this mean? How do we read nutrition facts on a label?</p> <p>How do we safely manage and store ingredients? How do we handle food safely, particularly raw meat? Learn about cooking techniques and using different utensils for different things, e.g. separate knife for meat and vegetables, washing hands, etc.</p>
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		<ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<p>Follow a recipe to make a burger. Consider the amount of ingredients needed, e.g, will children need to use their knowledge of ratio to alter the recipe? Children to read scales accurately to read measurements.</p> <p>Children to create a recipe for their own burger.</p>
	Design, make, evaluate and improve	<p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <ul style="list-style-type: none"> • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • 	<p>Taste and evaluate different types of bread. Which bread would be suitable to hold a burger? Why? (children with allergies/intolerances to be offered alternatives).</p> <p>Taste and evaluate different types of burgers – both meat and vegetarian options (children with allergies/intolerances or who do not eat beef/pork to be offered alternatives).</p>
		<ul style="list-style-type: none"> • 	

Science

Understand movement,	Work scientifically (Year 5)	<p>Work Scientifically</p> <ul style="list-style-type: none"> • plan enquires, including recognising and controlling variables where necessary. • use appropriate materials and apparatus • take measurements using a range of scientific equipment with increasing accuracy and precision. 	<p>REVIEW – discuss understanding of the basic language associated with forces, such as push, pull, magnets, attract, repel</p> <p>Explore forces more deeply. Introduction of Isaac Newton and his relationship to gravity. The children will generate an</p>
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forces and magnets		<ul style="list-style-type: none"> • report findings from enquires, including oral and written explanations of results, explanations involving causal relationship and conclusions. <p>Magnets</p> <ul style="list-style-type: none"> • describe magnets as having two poles. • predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>FORCES</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling object. • identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> • <i>understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>investigation to demonstrated gravity. Reference to the difference between mass and weight.</p> <p>Galileo Galilei – investigate this scientist. Make links to gravity and falling. Encourage reference back the Newton. Focus upon Air resistance. Another investigation will be planned, carried out with write up.</p> <p>Water resistance and streamlined investigate different shape and the speed at which thy travel through water. Children to investigate different objects through design.</p> <p>Friction – investigating different materials (refer back to Autumn term) Explore friction in a variety of different ways. How is friction used?</p> <p>Levers, Pulleys and gears – investigate these. How are they use to aid us? Where can we see them? Investigate how we could use levers, pulleys, gears to help us with a job within the classroom.</p>
	Understand humans and animals	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p>	<p>Recap digestive and skeletal systems from earlier in KS2. What is the circulatory system? Learn about different parts and their functions- including carrying oxygen, nutrients and water. Use a balloon to simulate the pumping of the heart. Label the parts of heart and lungs.</p>

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		<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Role-play double circulation and role of different parts of the heart and lungs. Write an explanation of how the circulatory system works. GDS draw comparisons with plants from prior learning.</p> <p>Organs, heart, chambers, ventricle, atrium, pulmonary, vena cava, vessels, veins, arteries, capillaries, blood, pump, heart rate, oxygen, carbon dioxide, cells, platelets, plasma, pulse, transport, nutrients, water, waste, organs, circulation, circulatory, double circulation, inflate, deflate, lungs, chambers, alveoli, breathe, osmosis, respiration, cilia, pharynx, trachea, bronchi, diaphragm, larynx</p> <p>Investigate pulse rate. Compare class pulse rates and suggest reasons for the findings. Plan and carry out investigation into how exercise affects pulse rate.</p> <p>Exercise, increase, decrease, resting, activity</p> <p>Discuss what is meant by a healthy diet and how an unhealthy diet and lack of exercise can affect the body- link back to pulse rate findings and learning about heart and lungs as well as how the circulatory system works. Children research the effect of different drugs on the human body.</p> <p>Create information/ persuasive leaflet to encourage healthy eating and exercise and discourage misuse of drugs.</p> <p>Diet, healthy, unhealthy, exercise, drugs, misuse, balanced diet, lifestyle, alcohol, substances, damage, impact</p>
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			Revisit key vocabulary and learning each week to secure understanding/ knowledge.
	Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. 	<p>Build on prior learning- revisit planning process, as well as recording and presenting. GDS should be independent. Ask questions about pulse rate. Plan investigation as above.</p> <p>Carry out investigation.</p> <p>Record measurements taken during investigation. Children should be able to create table for results including repeat readings.</p> <p>Children make comparative statements to report findings.</p> <p>Create bar chart of class pulse rates. Graph data collected from investigation.</p> <p>Question, scientific, variables, constants, prediction, table of results, results, measure, accuracy, repeat readings, reliable, mean, average, pattern, theory, explain, comparative, conclusion, findings, method, investigate, bar chart, plan</p>
Computing			
	Code	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. 	Design a set of instructions to turn in to an algorithm.

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		<ul style="list-style-type: none"> • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use the Boolean operators $() < ()$ $() = ()$ $() > ()$ $() \text{and} ()$ $() \text{or} ()$ $\text{Not} ()$ to define conditions. 	<p>Design an original character and backdrop for a specific purpose in a computer game.</p> <p>Improve an existing game by adding additional features such as sound, movement or speech bubbles.</p> <p>Use forms of animation to create a new computer game with a specific purpose or goal. Make an object move automatically and change its appearance.</p> <p>Improve the effect of the game by adding further costumes and programming costume changes to sprites as a consequence to an event.</p>
	Connect	<ul style="list-style-type: none"> • Participate in class social media accounts. • Understand online risks and the age rules for sites. 	Children to look at the class account on twitter and contribute to it.

Music

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<p>Y5- Ukulele Charanga- make you feel my love.</p> <p>Y6- Charanga- A new year Carol</p>	Perform <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Ukulele – singing within a group. End of term performance of the songs that they have been playing.</p> <p>The children will be learning to sing a song as part of an ensemble, they will be increasing their confidence when singing.</p>
	Compose <ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<p>Ukulele – patterns of strumming.</p> <p>The children will explore rhythmic patterns with their voices and instruments. The children will transfer their transcription skills to composing working with a partner.</p>

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		<ul style="list-style-type: none"> • Use digital technologies to compose, edit and refine pieces of music. 	
	Transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<p>Ukulele – reading of notations and the beat.</p> <p>We will explore music notation throughout the term. The children will use different notes beginning with C, moving to D and then progressing to using C and D. As a challenge some children will use C,D and E</p>
	Describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre 	<p>The children will be appraising music at the start of every lesson. Key language will be referred to and explained to develop the understanding of language throughout the term.</p>

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		<ul style="list-style-type: none"> • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. <ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning. 	
P.E			
Y5	Develop practical skills in order to participate,	SWIMMING <i>MILESTONE2</i>	Swimming. The children will be learning/consolidating a range of swimming strokes.

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	<p>compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • <i>Swim between 25 and 50 metres unaided.</i> • <i>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</i> • <i>Coordinate leg and arm movements.</i> • <i>Swim at the surface and below the water.</i> <p><u>MILESTONE 3</u></p> <ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. <p><u>GAMES</u></p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. 	<p>They will focus upon their breathe technique, develop stamina for swimming and ensuring that they are coordinating their movements.</p> <p>Multi-skills activities. The children will participate in a variety of FUNdamental skills based activities.</p> <ul style="list-style-type: none"> -hurdles -target throw -ladders -balance -agility runs -cricket bowl -in and out run -dribbling - speed bounce - hit and catch <p>These skills be developed over a number of weeks, incorporating competition with themselves and against others. They will be then used in games situations in the last 2 weeks: groups to play mini games (football/basketball/netball or tennis/badminton/cricket/rounders)</p>
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		<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	
Y6	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting 	<p>Understand how to support their body through different ways of balancing.</p> <p>Support each other in creating different body shapes.</p> <p>Travel in a variety of different ways.</p> <p>Create a routine using the different gymnastic techniques such as travelling and balancing.</p> <p>Provide feedback to each other in order to improve.</p> <p>Use apparatus safely and effectively, whilst incorporating is as part of a sequence.</p>

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		<ul style="list-style-type: none"> • gestures • linking skills. <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements</p>	
R.E			
Christianity Vocabulary in bold.	Understand beliefs and teachings	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>Make links to other religions and understand how beliefs can be similar.</p> <p>Understand how large Christianity is across the world.</p>
	Understand practices and lifestyles	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>	<p>Understand the different ways that Christians show that they belong to their religion.</p> <p>Make links to the other religions that we know, and explain the similarities and differences about how they show that they belong.</p> <p>Understand that there are different forms of Christianity across the world, and not all Christians will show that they belong to that religion in the same way.</p>
	Understand how beliefs are conveyed	<p>Explain some of the different ways that individuals show their beliefs.</p>	<p>Explain the meanings behind the symbols in Christianity.</p> <p>Understand the importance of the symbols to Christians.</p>

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			Explain the different celebrations and ceremonies within Christianity.
RSE & PSED			
Relationships	Feelings and emotions	Y5 - Responding to feelings in others Y6 - Confidentiality and when to break a confidence; managing dares	See PSED planning framework. Lessons to be delivered through lessons and phase assemblies.
	Healthy relationships	Y5 - Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback. Y6 - Different types of relationships; positive and healthy relationships; maintaining relationships;	
	Valuing differences	Y5 - Listening to others; raise concerns and challenge Discuss and debate health and wellbeing issues Y6 - Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	