



## Year 5/6 Medium Term Plan – Our Changing World



<b>Term</b>	Autumn 2022		
<b>Key text</b>	Stormbreaker Alex Rider		
<b>Key Vocabulary</b>	Weathering, erosion, deposition, border, boundary, dissolve, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit		
<b>Ongoing objectives through this topic</b>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it's achieved?</b>
Lesson 1 WALT: explain how erosion and weathering can change the landscape	Geography	<ul style="list-style-type: none"> <li>- Know about the physical features of coasts and begin to understand erosion and deposition</li> <li>- Know how rivers erode, transport and deposit materials</li> </ul>	Children will <ul style="list-style-type: none"> <li>- explain what weathering and erosion mean</li> <li>- name different types of weathering</li> <li>- describe how different types of weathering change rocks</li> <li>- describe how erosion changes rocks</li> </ul>
Lesson 2 WALT: understand how coastal features are formed	Geography	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>- Know about the physical features of coasts and begin to understand erosion and deposition</li> <li>- Know how rivers erode, transport and deposit materials</li> </ul>	Children will <ul style="list-style-type: none"> <li>- name some features of a coastline</li> <li>- explain how some coastal features are formed</li> <li>- explain how erosion and deposition form coastal features</li> <li>- name some famous UK coastal features</li> </ul>

			<ul style="list-style-type: none"> <li>- identify the location of some famous UK coastal features</li> </ul>
Lesson 3 WALT: understand what causes coasts to change over time	Geography	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>- Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</li> <li>- Know about the physical features of coasts and begin to understand erosion and deposition</li> <li>- Know how rivers erode, transport and deposit materials</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- explain how erosion and deposition change the look of a coastline</li> <li>- describe how a coastline might have looked in the past</li> <li>- describe how a coastline might look in the future</li> <li>- name an area of the UK which has been affected by coastal erosion</li> </ul>
Lesson 4 WALT: identify how the UK has changed over time and what it might look like in the future	Geography	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- identify similarities in photographs of a landscape taken at different times.</li> <li>- identify ways a landscape has changed over time.</li> <li>- give reasons why a landscape might have changed over time</li> </ul>
Lessons 5 WALT: understand what one-point perspective is	Art	<ul style="list-style-type: none"> <li>- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>- Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- explain what perspective is</li> <li>- use the following guidelines to help create perspective: the horizon line, vanishing point (one-point perspective) and lines of perspective</li> </ul>
Lesson 6 WALT: create a piece of one-point perspective art	Art	<ul style="list-style-type: none"> <li>- Use simple perspective in their work using a single focal point and horizon</li> <li>- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Draw using a horizon line, vanishing point and converging lines</li> </ul>

			- include objects in the distance, showing they are far away.
<b>ICT/History link – significant people who changed the world – Tim Berners-Lee</b>	History	- Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 – Tim Berners-Lee	
<b>Discrete Teaching</b>			
<b>Lesson WALT</b>	<b>Subject covered</b>	<b>Curriculum content covered within unit</b>	<b>What will this look like when it's achieved?</b>
Lesson 1 WALT: describe how light travels and how we see	Science	<b>Working Scientifically</b> to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul> <b>Content Covered</b> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	Lesson 1 children will explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes.
Lesson 2 WALT: explain how light is reflected			Lesson 2 children will Using a periscope, explain how it allows me to see objects I would not usually be able to see.
Lesson 3 WALT: understand by investigating how light is refracted			Lesson 3 children will understand how light is refracted by drawing conclusions from the investigation the effects of refraction. Observe how refraction alters the direction of light.
Lesson 4 WALT: explore prisms and light			Lesson 4 children will show how a prism changes a ray of light to show the spectrum.
Lesson 5 WALT:			Lesson 5 children will

investigating how lights enables us to see colour			explain how Sir Isaac Newton discovered colour. Along with, using an investigation to understand how light allows us to see colour.
Lesson 1 WALT: understand how the internet started and respond to bullying online	ICT	<b>E-safety</b> <ul style="list-style-type: none"> <li>- Understand the need to only select age appropriate content</li> <li>- Use technology respectfully and responsibly</li> <li>- Identify a range of ways to report concerns about content and contact in and out of school</li> <li>- Use filters in search technologies effectively</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Know who Tim Berners-Lee and the impact he has had on modern technology</li> <li>- Identify situations of harassment or bullying online.</li> <li>- Evaluate what it means to be a bystander or upstander online.</li> <li>- Learn specific ways to respond to bullying when you see it.</li> <li>- Know how to behave if you experience harassment.</li> </ul>
Lesson 2 WALT: discuss different ways to respond to bullying			Lesson 2 children will <ul style="list-style-type: none"> <li>- See that being an upstander is a choice.</li> <li>- Learn there are different ways to intervene and be an upstander in a specific situation.</li> <li>- Choose how to respond from various options that feel safe and appropriate to you.</li> <li>- Create your own response to the situation.</li> </ul>
Lesson 3 WALT: turn negative interactions not positive ones			Lesson 3 children will <ul style="list-style-type: none"> <li>- Express feelings and opinions in positive, effective ways.</li> </ul>

			<ul style="list-style-type: none"> <li>- Respond to negativity in constructive and civil ways.</li> </ul>
Lesson 4 WALT: interpret emotions behind texts and messages			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Make good decisions when choosing how and what to communicate – and whether to communicate at all.</li> <li>- Identify situations when it's better to wait to communicate face-to-face with a peer than to text them right away</li> </ul>
Lesson 5 WALT: model behaviour to others			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Reflect on the online behaviour of adults.</li> <li>- Consider how the way adults act can model behaviour for younger generations.</li> </ul>
Lesson 1 WALT: What is Islam and where did it come from?	RE	<p>Islam</p> <ul style="list-style-type: none"> <li>- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and beliefs and teachings that arise from them in different communities.</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Be able to place Islam in a timeline of the origins of religions.</li> <li>- Understand where Islam came from geographically and where the majority of Muslims reside.</li> </ul>
Lesson 2 WALT: Islam and the Prophet Muhammad			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Have a more developed understanding of what Islam is as a religion and who The Prophet Muhammad is in relation to Islam.</li> </ul>
Lesson 3 WALT: What was the Golden Age of Islam?			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Know the name of the Islamic holy book and what it means to modern day Muslims.</li> </ul>

Lesson 4 WALT: Understanding the importance of the Qur'an			Lesson 4 children will <ul style="list-style-type: none"> <li>- Be able to recall what the 5 pillars of Islam are and relate their significance within Islamic teaching and practice.</li> </ul>
Lesson 5 WALT: Understanding the Five Pillars of Islam and their significance.			Lesson 5 children will <ul style="list-style-type: none"> <li>- Understand what the landscape of pre-Islamic Arabia looked like and relate it to modern day Islam.</li> </ul>
Lesson 6 WALT: What is Islamic art and why is it so important to Islam?			Lesson 6 children will <ul style="list-style-type: none"> <li>- Form an understanding of ancient Islamic art and different Islamic artist techniques.</li> <li>- Apply different techniques in preparation for an art lesson creating an Islamic tile.</li> </ul>
Lesson 1 WALT: Understand and perform different rhythms using body percussion.	Music	<ul style="list-style-type: none"> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Appropriately discuss the dimensions of music and recognise them in music heard</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Repeated pulse and rhythms as class and groups.</li> <li>- Developing small group body percussion rhythms – add words to keep the beat</li> <li>- Perform to class.</li> <li>- Who is Anna Meredith?</li> </ul>
Lesson 2 WALT: Understand pitch, timbre and melodies within music.			Lesson 2 children will <ul style="list-style-type: none"> <li>- Recap names of instruments and groups.</li> <li>- Recognise different pitches and timbres.</li> <li>- Play a range of familiar melodies using glockenspiels.</li> </ul>

			<ul style="list-style-type: none"> <li>- ICT – music program same melody different instrument</li> <li>- Who is Bob Marley?</li> </ul>
Lesson 3 WALT: Understand duration and tempo within a piece of music.			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Play melody at different tempos.</li> <li>- Spot different tempos within music pieces.</li> <li>- Who is Beethoven?</li> </ul>
Lesson 4 WALT: Listen to and appreciate elements within music			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Identify musical instruments used (timbre) and tempo within pieces.</li> <li>- Describe emotions evoked by the music giving reasons.</li> <li>- Who is Benjamin Britten?</li> </ul>
Lesson 5 WALT: Understand dynamics within a composition (varying the volume of sounds)			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Demonstrate dynamics using tuned percussion</li> <li>- Match dynamics words and their meanings</li> <li>- Pianissimo means 'very quiet'.</li> <li>- Forte means 'loud'.</li> <li>- Crescendo means 'getting gradually louder'</li> <li>- Identify these within a range of music.</li> <li>- Who is Tchaikovsky?</li> </ul>
Lesson 6 WALT: Understand structure within pieces of music.			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Identify verse chorus structures within pop songs.</li> <li>- Identify repeats.</li> <li>- Sing using chorus and verse structure.</li> <li>- Who is Elvis Presley?</li> </ul>

Lesson 7 WALT: Appreciate and understand elements of music from different genres			Lesson 7 children will <ul style="list-style-type: none"> <li>- Listen to each piece and identify different elements from beat, rhythm, tempo, pitch, dynamics and structure.</li> <li>- Choose pieces to illustrate different elements for a younger audience.</li> </ul>
<b>Year 5 – Getting to know you</b>	French	Year 5	<b>Year 5 – Getting to know you</b>
Lesson 1 WALT: Look what I can do.		<ul style="list-style-type: none"> <li>- Use pronunciation and intonation effectively to accurately express meaning and engage audience.</li> <li>- Have an awareness of similarities and differences in grammar between different languages.</li> <li>- Applying knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Be able to introduce themselves and ask about others. Asking their name, how they are and answering confidently.</li> </ul>
Lesson 2 WALT: When I grow up		<ul style="list-style-type: none"> <li>- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</li> <li>- Have an awareness of similarities and differences between different languages.</li> <li>- Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</li> </ul>	Lesson 2 children will <ul style="list-style-type: none"> <li>- Be able to use and understand the common simple future tense and build their vocabulary around jobs.</li> </ul>
Lesson 3 WALT: How do you spell that			Lesson 3 children will <ul style="list-style-type: none"> <li>- Understanding different types of spelling, grammar and uses of accents and know the French pronunciation of the alphabet.</li> </ul>
Lesson 4 WALT: How are you feeling			Lesson 4 children will <ul style="list-style-type: none"> <li>- Understand how to use a bilingual dictionary and increase their knowledge and vocabulary of emotions in French.</li> </ul>



Lesson 5 WALT: What am I going to do			Lesson 5 children will - Can use and read the near future tense to make predictions about a short and simple story.
Lesson 6 WALT: Let me introduce myself			Lesson 6 children will - Children are able to do a short reading comprehension
<b>Year 6 – Let’s visit a French town</b>			<b>Year 6 – Let’s visit a French town</b>
Lesson 1 WALT: who lives where?		Year 6 - Know how to conjugate some high frequency verbs - Learn a song or poem using the written text for support - Take part in conversations and express simple opinions giving reasons - Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words	Lesson 1 children will - show how verbs change depending on the subject - join in a song with familiar structures
Lesson 2 WALT: I go to school to learn		- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language	Lesson 2 children will - explain to someone why I do something
Lesson 3 WALT: where is the library?			Lesson 3 children will - locate new vocabulary in a bilingual dictionary - describe the position of places in French towns
Lesson 4 WALT: Maths			Lesson 4 children will - use French terms for mathematical activities
Lesson 5 WALT: welcome to my home			Lesson 5 children will - follow and respond to an audio presentation
Lesson 6 WALT: ordinal numbers			Lesson 6 children will - identify and apply spelling patterns
<b>Year 5 –</b>	PSHE		<b>Year 5 –</b>
Lesson 1 WALT:		TEAM	Lesson 1 children will

Together we achieve more	Year 5	<ul style="list-style-type: none"> <li>- Talk about the attributes of a good team.</li> <li>- Accept that people have different opinions and know how to politely disagree with others and offer opinions.</li> <li>- Compromise and collaborate to ensure a task is completed.</li> <li>- Compromise and collaborate to ensure a task is completed.</li> <li>- Reflect on the need to care for individuals within a team. Identify hurtful behaviour and suggest ways to help.</li> <li>- Understand the importance of shared responsibilities in helping a team to function successfully.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and discuss attributes needed to make a good team.</li> </ul>
Lesson 2 WALT: Learning effective communication			Lesson 2 children will <ul style="list-style-type: none"> <li>- Learn how to put forward their opinions and receive others opinions respectfully</li> </ul>
Lesson 3 WALT: Learning to collaborate and create			Lesson 3 children will <ul style="list-style-type: none"> <li>- Work successfully with another person to create something collaboratively.</li> </ul>
Lesson 4 WALT: Learning the art of compromise			Lesson 4 children will <ul style="list-style-type: none"> <li>- Explain what compromising is and why it is important in teamwork.</li> </ul>
Lesson 5 WALT: Understanding the importance of care and value in a team			Lesson 5 children will <ul style="list-style-type: none"> <li>- Can work together in a group to discuss situations and successfully conclude as a team.</li> <li>-</li> </ul>
Lesson 6 WALT: Sharing responsibilities as a team			Lesson 6 children will <ul style="list-style-type: none"> <li>- create a list of responsibilities.</li> <li>- Discuss what happens to the team without shared responsibility.</li> </ul>
<b>Year 6</b>	Year 6	<b>SAFETY FIRST</b> <ul style="list-style-type: none"> <li>- Take responsibility for our own safety</li> <li>- Assess and manage risks in different situations</li> <li>- Confidently identify and manage pressure to get involved in risky situations</li> </ul>	<b>Year 6</b>
Lesson 1 WALT: take responsibility for my own safety. take responsibility for my own safety.			Lesson 1 children will: <ul style="list-style-type: none"> <li>- appreciate what being responsible means;</li> <li>- appreciate that their own decisions and behaviour can impact on their safety and the safety of others;</li> </ul>

Lesson 2 WALT: assess and manage risks in different situations		<ul style="list-style-type: none"> <li>- Act sensibly and responsibly in an emergency</li> <li>- Identify hazards and reduce risks to keep safe at home</li> <li>- Know how to stay safe in different outdoor environments</li> </ul>	Lesson 2 children will: <ul style="list-style-type: none"> <li>- assess a situation for the level of risk;</li> </ul>
Lesson 3 WALT: can confidently identify and manage pressure to get involved in risky situations.			Lesson 3 children will: <ul style="list-style-type: none"> <li>- appreciate that doing something risky may lead to danger;</li> <li>- consider the impact of accepting a dare;</li> <li>- appreciate that the most courageous thing is to refuse a dare;</li> </ul>
Lesson 4 WALT: act sensibly and responsibly in an emergency			Lesson 4 children will: <ul style="list-style-type: none"> <li>- Identify people who can help us in an emergency;</li> <li>- discuss a range of emergencies and the different responses that would be most appropriate;</li> </ul>
Lesson 5 WALT: understand how to use mobile devices and the Internet safely and responsibly			Lesson 5 children will: <ul style="list-style-type: none"> <li>- know how to use mobile devices and the Internet responsibly;</li> <li>- understand why certain information should never be shared online;</li> <li>- explain what the right to privacy means;</li> <li>- discuss the full range of potential threats and dangers using the Internet can pose;</li> <li>- advise others on how to stay safe online.</li> </ul>

Lesson 6 WALT: understand that everyone has the right to feel safe and happy when using mobile phones and the Internet.			Lesson 6 children will <ul style="list-style-type: none"> <li>- explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online;</li> <li>- identify behaviour that constitutes cyberbullying.</li> </ul>
Lesson 1 WALT: Improve our catching and throwing.	PE  Netball	<ul style="list-style-type: none"> <li>- Use running, jumping, throwing and catching in isolation and in combination</li> <li>- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]</li> <li>- Apply basic principles suitable for attacking and defending</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Confident throwing and catching between pairs and small groups .</li> <li>- Hands ready (W) eyes on the ball.</li> <li>- Move to the ball.</li> </ul>
Lesson 2 WALT: Use a range of netball passes and catches.			Lesson 2 children will <ul style="list-style-type: none"> <li>- Chest pass, shoulder pass, bounce pass , over head pass.</li> </ul>
Lesson 3 WALT: Understand and use the pivot in netball.			Lesson 3 children will <ul style="list-style-type: none"> <li>- Demonstrate step and pivot pass in isolation.</li> <li>- Use step and pivot pass within pairs and small groups to get the ball to travel round the court including changes of direction.</li> </ul>
Lesson 4 WALT: outwit a defender to receive a pass.			Lesson 4 children will <ul style="list-style-type: none"> <li>- Describe the role of a defender and attacker and what marking is.</li> <li>- Team of 3 games to practise moving to outwit a defender.</li> <li>- Use a dummy pass.</li> </ul>

			<ul style="list-style-type: none"> <li>- Use range of passes.</li> </ul>
Lesson 5 WALT: Mark a player and aim for a target			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Describe the role of a defender and attacker and what marking is.</li> <li>- Team of 3 games to practise marking. Watch the middle , follow the feet. Change of direction games.</li> <li>- Be aware of the range of passes that could be used.</li> </ul>
Lesson 6 WALT: Use our netball skills within a small game. Follow rules fairly. Revisit any skills as needed			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- 3 v 3 games scoring in hoop</li> <li>- Using footwork .</li> <li>- Develop marking by pairing up.</li> <li>- Introduce the D to encourage shooting space.</li> </ul>
Lesson 7 WALT: Use our netball skills within a small game. Follow rules fairly.			<p>Lesson 7 children will</p> <ul style="list-style-type: none"> <li>- Play a tournament of games 5 v 5</li> <li>- Use marking skills and out witting a defender.</li> </ul>