



# Year 5/6 medium term plan

## ‘How has art changed the world?’ Autumn term 2020-2021

Cramlington Village Primary School

Home learning and extra resources available on our Padlet page [here](#)

‘Wow’ moment	Project summary What are you going to explore?	Classroom environment What role/play learning area will you create?	Key questions to answer throughout the project	Final project outcome
<p>Gallery visit - still looking into this (emailed Laing Art Gallery, Newcastle)</p> <p>David Butler - Senior lecturer of Fine Art at Newcastle University has committed to working with chn on series of video calls to develop understanding and help create content for magazine</p> <p style="text-align: center;"><u>Visitors</u></p> <ul style="list-style-type: none"> <li>Jane McCracken</li> <li>Newcastle University - fine arts department for video call</li> <li>Arts Council. Julie Leather North East-request for art and culture magazine to be featured on website plus video call</li> <li>Globalstreetart.com -</li> <li>Sandy Duff, SAGE Gateshead</li> </ul> <p>Run a Y5/6 competition to choose the name for our magazine.</p>	<p><b>Y5</b> Impressionism - exploring interpretations of nature, wildlife and animals. To study the work of Frida Kahlo, Georgia O’Keeffe, Henri Rousseau, Claude Monet and Camille Pissarro. Children will experiment with painting techniques, colour, light, brush strokes and composition through sketching and painting. Abstract expressionism/Cubism - exploring the contrasting art movement linking Earth and Space. To study the work of Peter Thorpe, M.C.Escher, Kandinsky, William de Kooning, Jackson Pollock and Mark Rothko. Children will experiment with shape, colour, form and marks through pastels, printing, textiles and collage. Street art - explore street art around the world. Children will develop ideas and respond to art linking to Banksy.</p> <p><b>Y6</b> Oil painting and textiles Romanticism - studying the imagination and emotion in oil paintings following the French revolution and use of small brush strokes of complimentary colours to create energy and immediacy. Realism - looking at the visible and tangible. Gustave Courbet rejecting romanticism and why he rebelled against the French Academy. Finding beauty in the ordinary. Oil painting with different effects and textures including blocking in colour, washes, thickened paint and creating textural effects with sand. Surrealist movement- automatism and exploring the subconscious through Renee Magritte, Dorothea Tanning and Salvador Dali. Studying poems by Andre Breton and Tristan Tzara. Street/independent art movement - exploring political discord through art. Banksy, Faith 47, Gleo Textiles - exploring batik history and 4 different techniques. Designing a surrealist inspired dream pillow that incorporates batik, ruching and sewing.</p>	<p>‘Press office’ set up in the shared area with Chromebooks for children to independently edit and upload to the E-magazine for facilitated learning through technology.</p> <p>A History of Art timeline across both classes plotting art movements and artists.</p> <p><b>Y5</b> Class text Autumn 1 Bloom - Nicola Skinner Science and PSHCE links Autumn 2 War of the Worlds - H.G.Wells (young osbourne reader)</p> <p><b>Y6</b> class text The Boy in The Tower - Polly Ho-Yen Dystopian novel with themes of Science, nature, courage, compassion and mental health.</p> <p>The Box of Delights by John Masefield - Classic fiction</p> <p>Romanticism - The World is Too Much With Us, William Wordsworth (study in art) Realism Ivy Green - Charles Dickens A Blade of Grass - Brian Patten Surrealism No Proof - Andre Breton Tristan Tzara - Volt</p>	<p><b>Y5</b> What is impressionism? What is abstract art? How is cubism different? Is street art, art? What are the contrasting techniques used in the 3 movements of art that we have explored? How can we show movement in our painting? What shapes could represent objects?</p> <p><b>Y6</b> What is realism? What is surrealism? What is conscious and subconscious? Is street art, art? How can you distinguish between the three art forms we have studied? How do we create texture through oil? What is 3D form? How does realism translate into literature?</p>	<p>A children’s art and culture E-Magazine that answers the question ‘How has art changed the world?’</p> <p>Children will develop instructional, information, explanation and report writing across the term that feeds directly into the magazine. Draft sections of the magazine include</p> <ul style="list-style-type: none"> <li>What is an art movement? Realism, surrealism, street, impressionism and abstract art</li> <li>How does each movement differ?</li> <li>Key artists for each area</li> <li>‘How to’ guides in the style of key artists (instructional writing and video tutorials)</li> <li>An art gallery of work</li> <li>Poetry - Breton and Tzara</li> <li>case studies of where street art has prompted public response</li> </ul>

Y5/6 Planning Autumn 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Maths</b>	<p><b>Y5</b> Number and Place Value Times tables</p> <p><b>Y6</b> Number and place value Revision of all times tables up to 12 times tables. Knowing</p>	<p><b>Y5</b> Number and Place Value Times tables</p> <p><b>Y6</b> Number and place value Revision of all times tables up to 12 times tables. Knowing</p>	<p><b>Y5</b> Number and Place Value Times tables</p> <p><b>Y6</b> Calculation (+ - X divide) Revision of all times tables up to 12 times tables. Knowing</p>	<p><b>Y5</b> Number and Place Value Times tables</p> <p><b>Y6</b> Calculation (+ - X divide) Revision of all times tables up to 12 times tables. Knowing</p>	<p><b>Y5</b> Addition and subtraction Times tables</p> <p><b>Y6</b> Calculation (+ - X divide) Revision of all times tables up to 12 times tables. Knowing</p>	<p><b>Y5</b> Addition and subtraction Times tables</p> <p><b>Y6</b> Calculation (+ - X divide) Revision of all times tables up to 12 times tables. Knowing</p>	

	answers within 5 seconds.	answers within 5 seconds.	answers within 5 seconds.	answers within 5 seconds.	answers within 5 seconds.	answers within 5 seconds.	
English *please include key texts in here	<p><b><u>Y5 - Non chronological report - Magazine article</u></b> T4W - What is art? Have I got what it takes to be a journalist? Explore examples of magazine articles using National Geographic Kids, ensuring topics are vast and varied. Collectively discuss what features magazines include - this will set the bigger picture for the purpose of writing. (David Butler contact - video call will also support this) Identify the features of a non-chronological report used in the What is art WAGOLL and begin to explain the effect these features have on the reader. Use shared and modelled writing opportunities to use these features.</p> <p>Bloom - reading for pleasure</p> <p><b><u>Y6 - poetry</u></b> A blade of Grass - Brian patten Introduction to thorough analysis of poetry with accessible example, discussion of vocabulary and introduction to annotation. Discussion of realist literature. How could this be a modern example? Debate on personal views and meaning T4W - learning structure Structure and understanding of poem - PSHCE links with understanding responsibility</p> <p>Boy In The Tower - reading for pleasure</p>	<p><b><u>Y5 - Non chronological report - Magazine article</u></b> T4W - What is art? Annotate and box up the T4W text. Writing composition - plan writing with a focus on 'What is Impressionism?' Identify the audience, purpose and form using the T4W WAGOLL and boxed up plan. Proofread read the first draft to ensure information is not repeated or irrelevant. Self and peer assess writing, giving constructive feedback, to make necessary corrections and improvements. Link ideas across paragraphs.</p> <p>Bloom - reading for pleasure</p> <p><b><u>Y6 - poetry and multimedia (computing)</u></b> A blade of Grass - Brian Patten Play on words with tangible objects in the style of Patten Writing poetry with their own structure based. Re-cap on realist literature Creating their own poetry with seemingly ordinary objects. Edit and re-draft for E-magazine Explanation writing to describe meaning and interpret theme</p> <p>Boy In The Tower - reading for pleasure</p>	<p><b><u>Y5 - Non chronological report - Magazine article and Multimedia (Computing)</u></b> T4W - What is art? Edit and redraft writing for E-Magazine - type up final writing to develop computing functional skills. Contribute to the design and content of the E-Magazine. Experiment with layout and visuals to develop final piece - art link</p> <p>Bloom - reading for pleasure</p> <p><b><u>Y6 - poetry</u></b> Ivy Green - Charles Dickens Analysis, vocabulary, annotation and comparison with Patten's. T4W - learning structure Further understanding of realist literature with history of Victorian writers (Dickens, Eliot) Debates to discuss preferences and comparison across two poems</p> <p>Boy In The Tower - reading for pleasure</p>	<p><b><u>Y5 - Biographies</u></b> WAGOLL - Frida Kahlo Distinguish the difference between an autobiography and a biography. Identify and explore the features of a biography. Links to computing - research information about a selected impressionist artist. Annotate and box up the WAGOLL text.</p> <p>Bloom - reading for pleasure</p> <p><b><u>Y6 - poetry and multimedia (computing)</u></b> Ivy Green - Charles Dickens 'Feely bag' of objects to mimic sentence structures of Dickens Writing in the style of Dickens with scaffold Edit and re-draft for E-magazine Explanation discussions about meaning behind poem using evidence to support</p> <p>Boy In The Tower - reading for pleasure</p>	<p><b><u>Y5 - Biographies</u></b> WAGOLL - Frida Kahlo Start to plan a biography about a chosen impressionist. Proofread read the first draft to ensure information is not repeated or irrelevant. Self and peer assess writing, giving constructive feedback, to make necessary corrections and improvements. Link ideas across paragraphs.</p> <p>Bloom - reading for pleasure</p> <p><b><u>Y6 - explanation and art through technology</u></b> Using visual diary work, re-draft and edit explanation text on 'what is realism?' study current magazines. Create final piece for e-magazine Each group responsible for writing different sections</p> <ul style="list-style-type: none"> <li>- Romanticism</li> <li>- French Academy</li> <li>- Gustave Courbet</li> <li>- Rejecting romanticism</li> <li>- New ideas for realism</li> <li>- Textures, brush strokes and tone for realism</li> <li>- Realist poetry explanations</li> </ul> <p>Boy In The Tower - reading for pleasure</p>	<p><b><u>Y5 - Biographies</u></b> WAGOLL - Frida Kahlo Edit and redraft writing for E-Magazine - type up final writing to develop computing functional skills. Contribute to the design and content of the E-Magazine. Experiment with layout and visuals to develop final piece - art link</p> <p>Bloom - reading for pleasure</p> <p><b><u>Y6 - explanation text and art through technology</u></b> Edit and redraft explanation texts looking at word count and working to deadline. Look at the architecture of the page, opacity of colour, scale of text in comparison to images. Create final draft for 'editor' - receive feedback</p> <p>Boy In The Tower - reading for pleasure</p>	
Art including history	<p><b><u>Y5 - Art History</u></b> What is Impressionism? Oracy focus - Identify, explore and discuss the most famous work of Frida Kahlo, Georgia O'Keeffe, Henri Rousseau, Claude Monet and Camille Pissarro. Link the artist to their artwork and give a personal response to what they see. Children can annotate their favourite piece in their visual diary. Children to make connections with the artwork (subject matter, outside, nature, style) Discuss the movement from realism to impressionism. Start to explore vocabulary for painting (Traditional, Imaginary, Representation, Modern, Abstract, Impressionist)</p> <p><b><u>Y6 -oil painting</u></b> What is romanticism? Explore techniques, composition and arrangement with regards to emotional emphasis in painting. Discuss reason for this in relation to French revolution. Is there a</p>	<p><b><u>Y5 - Oil Painting</u></b> What techniques do impressionists use? Begin to explore the techniques impressionists use in their work. Children to practise hatching, cross hatching, stippling, dry brushing and sgraffito (scratching) using 2 contrasting colours. Key vocabulary: (Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered, Opaque, Translucent, Intense)</p> <p><b><u>Y6 - oil painting</u></b> Can romanticism be seen in poetry? Use 'The World Is Too Much With Us' by William Wordsworth to pick out imagery using 5 key ideas of romanticism. Use this to create our own artistic interpretation of the poem. Use visual diaries to record annotations and express interpretation. Use of colour and tone to create a colour palette to work on their chosen imagery.</p>	<p><b><u>Y5</u></b> How can I create tone? Explore colour theory and experiment with oil paints to mix and match colours to create light and warm tones. (lighter and cooler in the distance, warmer and darker up close) Mix colour, shades and tones with confidence.</p> <p><b><u>Y6 - oil painting</u></b> What is realism? How is it different to romanticism? Explore French revolution and art that represents the 'right to work' - Gustave Courbet, Jean-François Millet, Honore Daumier, discuss composition, painting technique, Compare to more modern ideals of realism Thomas Eakins, Edward Hopper, James Abbott McNeill. Explore similarities and differences in techniques, arrangement and composition. Use visual diaries to explore techniques involving spacing of subjects in key pieces and reflect on this, trialling use of placement</p>	<p><b><u>Y5</u></b> Can I plan my painting? Using a personal photograph (including a person and the outdoors) start to plan colours and techniques that would work well. Make notes, annotations, swatches, colour tests and collect materials in the visual diary. Teacher and peer feedback. Discuss and review work and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p><b><u>Y6 - oil painting</u></b> How do we compose our own realist painting? How do the artists use movement? Use practical objects to discuss relationship between and how the placement impacts on the interpretation for the viewer. Use visual diaries to reflect on personal view and express their own ideas for their final piece. Continue to experiment with colour and painting techniques</p>	<p><b><u>Y5</u></b> Can I create an impressionist style painting? Using the visual diary plans children to create an oil painting to represent their photograph. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop style and imaginative work using tonal contrast and mixed media.</p> <p><b><u>Y6 - oil painting</u></b> Can we reflect and evaluate our realist picture? Share pictures, explain and evaluate. Reflect on visual diaries and paint techniques. Begin to paint final pieces on board using sand to add texture. Use visual diaries to reflect on process and explain how to move forward with piece. What they have found challenging and how to overcome that for next week.</p>	<p><b><u>Y5</u></b> Evaluate final art work. Self assessment and peer assessment. Analyse and reflect on progress. Invite another class to come and discuss their art journey so far and showcase their visual diary.</p> <p><b><u>Y6 - oil painting</u></b> Use visual diary to work on areas of development from last week. Continue with final piece. Evaluate in visual diary with pictures.</p>	

	<p>set technique or is execution up to the artist? Use visual diaries to reflect on key pieces and annotate. Test use of light, tone, and use of small brush strokes of complimentary colours in oil painting. Visible brushstrokes giving energy and immediacy to paintings.</p>		<p>of subjects and how this impacts on tone and shade using complimentary colours.</p>	<p>including addition of sand to create additional texture. Use life study to practise using colour. Set home task to take picture using the realist technique that will be the focus for the painting.</p>		
<b>Music</b>	<p><b>Y5</b> What is the difference between Romantic and Impressionist music? Use a range of key vocabulary to describe music.</p> <p><b>Y6</b> Listening and applying knowledge and understanding Listen to the works of surrealist artists such as Kurt Weill in The Threepenny Opera and Arnold Schoenberg. Contrast and compare and discuss audience and purpose.</p>	<p><b>Y5</b> Claude Debussy - Impressionist period - French composer. Reflect on this music and describe it using key vocabulary. What is tempo, duration and texture?</p> <p><b>Y6</b> Listening and applying knowledge and understanding Listen to the works of surrealist artists such as Kurt Weill in The Threepenny Opera and Arnold Schoenberg. Contrast and compare and discuss audience and purpose.</p>	<p><b>Y5</b> Harvest Evaluate different types of singing (gospel choir, rock band, solo voices) and give preferences.</p> <p><b>Y6</b> Listening and applying knowledge and understanding Listen to the works of surrealist artists such as Kurt Weill in The Threepenny Opera and Arnold Schoenberg. Contrast and compare and discuss audience and purpose.</p>	<p><b>Y5</b> Harvest link Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round. Perform with an awareness of tempo, dynamic and musical style.</p> <p><b>Y6</b> Responding and reviewing Use a range of vocabulary to describe compositions by Paul Hindemith and by Weill eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody,harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo</p>	<p><b>Y5</b> Harvest link Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round. Perform with an awareness of tempo, dynamic and musical style.</p> <p><b>Y6</b> Responding and reviewing Use a range of vocabulary to describe compositions by Paul Hindemith and by Weill eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody,harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo</p>	<p><b>Y5</b> Harvest link Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round. Perform with an awareness of tempo, dynamic and musical style.</p> <p><b>Y6</b> Responding and reviewing Use a range of vocabulary to describe compositions by Paul Hindemith and by Weill eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody,harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo</p>
<b>Science</b>	<p><b>Y5 - Human development</b> Explore the stages of human growth and development in a visual timeline (prenatal, infancy, childhood, adolescence, adulthood, old age) Begin to recognise and describe significant changes at each stage and suggest why these may happen. Discussion based.</p> <p><b>Y6</b> Living things and their habitats -review living/dead -classification of animal/plant kingdom -Research work of John Ray &amp; Carl Linnaeus. Describes classification system &amp; binomial naming system -create classifications with pictures</p>	<p><b>Y5 - Human development</b> To understand the difference between sexual and asexual reproduction. Explore the changes during the prenatal stage.</p> <p><b>Y6</b> -Use a quadrat/transect to sample an area. Identify plant species. -create species diversity list with photographs and annotations -draw annotated diagrams and describe classification features</p>	<p><b>Y5 - Human development</b> What are hormones and what are their effects? To explore the childhood, adolescence stage and changes during puberty. Read case studies and write a letter to an agony aunt.</p> <p><b>Y6</b> Create spider/number key for pupils. Play 'Guess Who?' Create large number key for animals/plants where the next step is given as clues to hidden locations -groups and regroup using combination of features</p>	<p><b>Y5 - Human development</b> Adulthood/Old age - Links to PSHCE mental health and wellbeing.</p> <p><b>Y6</b> Where do microbes grow? Look at images of bacteria, fungi, protocista &amp; viruses (microscopic). Reasons for grouping. Fungi hunt: explore forest school and link to habitat conditions. Name using classification books. Create wall display showing map of area and species found for fs. Draw precise diagrams of final samples. Label as bacteria or fungi (name if possible)</p>	<p><b>Y5 - Investigation</b> Is your arm span the same measurement as your height? Ratio 1:1 (equal) Measure the femur bone. How many times would this length go into your height? Estimate. Ratio 1:4 (four femur bones fit your height) Predict, investigate, discuss and conclusion</p> <p><b>Y6</b> Following on from Y5 experiment, create experiment using measured variables for microbe growth. Consider hypothesis, select suitable equipment and explain variables. Undertake a fair test, undertaking repeat readings</p>	<p><b>Y5 - Investigation</b> Create independent investigation and carry it out, with a similar model to last week. Do these ratios apply to all ages of people? What about adults or babies? Would they be the same or different? Make a hypothesis, find some volunteers, measure and compare. Was the hypothesis correct?</p> <p><b>Y6</b> Analyse data and construct line graph, calculate mean from the results and discuss trend line. Evaluate experiment and provide suggestions for improvement based on degrees of reliability.</p>
<b>Computing</b>	<p><b>Y5 - Programming, logical thinking and problem solving</b> Revise computing vocabulary. Create rhymes, songs and ways to remember them and their meaning. (variable, debug, sequence, selection, repetition, input, output, algorithm)</p> <p><b>Y6 -Programming, logical thinking and problem solving</b> Recap of Scratch principles and key vocabulary. Review terminology and key functions</p>	<p><b>Y5 - Programming, logical thinking and problem solving</b> Discuss algorithms and the importance of specific, clear instructions. Tinker with the scratch software to become familiar with sequence, selection and repetition processes. Work with different forms of input and output.</p> <p><b>Y6 -Programming, logical thinking and problem solving</b> Introduction to App Inventor to create their own app - Focus on sequence, selection and repetition in programs;</p>	<p><b>Y5 - Programming, logical thinking and problem solving</b> Design, write and debug programs that accomplish specific goals using the scratch software.. Use logical reasoning to explain how some simple algorithms work.</p> <p><b>Y6 -Programming, logical thinking and problem solving</b> Continue with App Inventor Focus on decomposition</p>	<p><b>Y5 - Programming, logical thinking and problem solving</b> Continue to design, write and debug programs that accomplish specific goals using the scratch software.. Use logical reasoning to explain how some simple algorithms work.</p> <p><b>Y6 -Programming, logical thinking and problem solving</b> Continue with App Inventor Focus on decomposition</p>	<p><b>Y5 - Programming, logical thinking and problem solving</b> Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p><b>Y6 -Programming, logical thinking and problem solving</b> Continue with App Inventor Focus on detecting and correcting errors</p>	<p><b>Y5 - Programming, logical thinking and problem solving</b> Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p><b>Y6 -Programming, logical thinking and problem solving</b> Continue with App Inventor Focus on detecting and correcting errors</p>

<b>PSHCE</b>	<p><b>Y5- Anti - Bullying</b> Recognise bullying and abuse in all its forms (focus on social media)</p> <p><b>Y6 - anti bullying</b> Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language and trolling).</p>	<p><b>Y5- Anti - Bullying</b> Recognise and manage 'dares'.</p> <p><b>Y6 anti-bullying</b> Recognise how to deal with peer pressure/dares and how to have the confidence to stand up for yourself without becoming arrogant. Discuss the word 'assertive'</p>	<p><b>Y5- Anti - Bullying</b> Discuss how to get help and who to talk to.</p> <p><b>Y6 anti-bullying</b> Discuss the avenues available online and the local community about where to go to get help.</p>	<p><b>Y5- Physical Health and Safety</b> Personal hygiene, discuss that bacteria and viruses can affect health. Talk about simple routines that I can follow to reduce their spread.</p> <p><b>Y6 - Physical Health and Safety</b> Predict and assess risks in different situations and decide how to manage them responsibly. Use knowledge of these risks to build resilience.</p>	<p><b>Y5- Physical Health and Safety</b> Identify which commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage future health and safety. Identify which drugs are illegal and legal. Recognise that messages given on food adverts can be misleading.</p> <p><b>Y6- Physical Health and Safety</b> Recognise that my increasing independence brings increased responsibility to keep myself and others safe. Discuss strategies for keeping safe in the environment (including rail, water and fire safety).</p>	<p><b>Y5- Physical Health and Safety</b> Recognise the problems that can occur when someone goes missing from home.</p> <p><b>Y6 -Physical Health and Safety</b> Talk about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.</p>	
<b>RE</b>	<p><b>Y5 - Christianity</b> Understanding God and the bible for Chrstians</p> <p><b>Y6 -Christianity</b> Understanding God and the bible for Chrstians</p>	<p><b>Y5 - Christianity</b> Understanding God and the bible for Chrstians</p> <p><b>Y6 -Christianity</b> Understanding God and the bible for Chrstians</p>	<p><b>Y5 - Christianity</b> Understanding Jesus's life for Christians and the different ways they can see him</p> <p><b>Y6 -Christianity</b> Understanding Jesus's life for Christians and the different ways they can see him</p>	<p><b>Y5 - Christianity</b> Understanding Jesus's life for Christians and the different ways they can see him</p> <p><b>Y6 -Christianity</b> Understanding Jesus's life for Christians and the different ways they can see him</p>	<p><b>Y5 - Christianity</b> Festivals and Celebrations Describe why and how Epiphany and Harvest are important to Christians</p> <p><b>Y6 -Christianity</b> Community - understanding the sense of belonging and the different Christian denominations</p>	<p><b>Y5 - Christianity</b> Festivals and Celebrations Describe why and how Epiphany and Harvest are important to Christians</p> <p><b>Y6 -Christianity</b> Community - understanding the sense of belonging and the different Christian denominations</p>	
<b>PE</b>	<p><b>Y5 - Dance</b> Initial assessment and target setting</p> <p><b>Y6</b> Gymnastics - initial assessment and target setting</p>	<p><b>Y5 - Dance</b> Dance - developing skills Explore music stimulus and develop imaginative ideas and creativity. Improvise with confidence and develop fluency.</p> <p><b>Y6</b> Gymnastics - developing skills</p>	<p><b>Y5 - Dance</b> Dance - developing skills Explore music stimulus and develop imaginative ideas and creativity. Improvise with confidence and develop fluency.</p> <p><b>Y6</b> Gymnastics - developing skills</p>	<p><b>Y5 - Dance</b> Dance - compose and practise a sequence In pairs or groups reflect on the chosen dance style. Modify parts of a sequence as a result of self and peer evaluation.</p> <p><b>Y6</b> Gymnastics - compose and practise a sequence</p>	<p><b>Y5 - Dance</b> Dance - compose and practise a sequence In pairs or groups reflect on the chosen dance style. Modify parts of a sequence as a result of self and peer evaluation.</p> <p><b>Y6</b> Gymnastics - compose and practise a sequence</p>	<p><b>Y5 - Dance</b> Dance - performance and evaluation</p> <p><b>Y6</b> Gymnastics - performance and evaluation</p>	
<b>French</b>	<p><b>Y5</b> Language Angels scheme of work</p> <p><b>Y6</b> Language Angels scheme of work</p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	
<b>Forest school (Geography included within Our World Badge)</b>	<p><b>Y5</b> <b>TBC</b></p> <p><b>Y6</b> <b>TBC</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	<p><b>Y5</b></p> <p><b>Y6</b></p>	

**Y5/6 Planning Autumn 2**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Maths</b>	<p><b>Y5</b> Geometry: Properties of shape Artist: M C Esher link Times Tables</p> <p><b>Y6</b> Fractions</p>	<p><b>Y5</b> Geometry: Properties of shape Times Tables</p> <p><b>Y6</b> Fractions</p>	<p><b>Y5</b> Geometry: Properties of shape Times Tables</p> <p><b>Y6</b> Fractions</p>	<p><b>Y5</b> Geometry: Position and direction Times Tables</p> <p><b>Y6</b> Fractions</p>	<p><b>Y5</b> Number: Multiplication and Division Times Tables</p> <p><b>Y6</b> Fractions</p>	<p><b>Y5</b> Number: Multiplication and Division Times Tables</p> <p><b>Y6</b> Geometry</p>	<p><b>Y5</b> Number: Multiplication and Division Times Tables</p> <p><b>Y6</b> Geometry</p>

<p><b>English</b> *please include key texts in here</p>	<p><b>Y5 - Poetry linked to Space</b> T4W - Six ways to look at the moon Explore different types of poems and the features they have. Create a poet's toolkit Modelled and shared writing opportunities - playing with words and ideas to develop vocabulary and imagination. Key poems 'The cave of Curiosity' and 'In the City of Silence'. Contrast concrete and abstract ideas - art link</p> <p>The poetry store - reading for pleasure</p> <p><b>Y6 Non-chronological report</b> T4W using magazine reports to embed the text structure Language acquisition Short burst writing opportunities</p>	<p><b>Y5 - Poetry linked to Space</b> T4W - Six ways to look at the moon. Discuss themes and make comparisons. Learn poetry by heart. Write and perform poems showing understanding through intonation, tone and volume. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Innovation stage.</p> <p>The poetry store - reading for pleasure</p> <p><b>Y6 Non-chronological report</b> Innovate the text and plan our own for magazine on key artistic movements Slow write sessions</p>	<p><b>Y5 - Poetry linked to Space</b> T4W - Six ways to look at the moon Select and explore appropriate grammar and vocabulary, understanding that these can enhance meaning. Self and peer assessment opportunities to edit and redraft poems - consider audience and theme. Links to art and Science.</p> <p>The poetry store - reading for pleasure</p> <p><b>Y6 Non-chronological report</b> Edit and re-draft all week to perfectly adapt writing to fit in with the theme of the magazine</p>	<p><b>Y5- Instructional writing</b> Explore the features of instructional texts. Modelled and shared writing opportunities Links to Art - Printing Links - to Computing - Algorithms</p> <p>War of the Worlds - reading for pleasure</p> <p><b>Y6 - setting descriptions</b> T4W based on Dali Elephants Uplevel vocab of T4W piece Debate about what chn think is effective/ineffective Learning text structure Modelled/shared writing Edit/redraft</p>	<p><b>Y5- Instructional writing</b> Plan and write instructions based on the printing process and how to print. Edit and redraft writing for E-Magazine - type up final writing to develop computing functional skills. Links to Art - Printing Links - to Computing - Algorithms</p> <p>War of the Worlds - reading for pleasure</p> <p><b>Y6 - setting descriptions</b> T4W based on Max Ernt The Nymph Eco Debate about what type of surrealist art this is Learning text structure Modelled/shared writing Edit/redraft</p>	<p><b>Y5 - Debates</b> Explore street art around the world focusing on Banksy. How does this art differ to other artists we have studied? Is this art? Hold a debate to discuss opposing opinions. Record ideas in written form to be used in the E-Magazine.</p> <p>War of the Worlds - reading for pleasure</p> <p><b>Y6 - setting descriptions</b> T4W based on Leonora Carrington Darvault Upleveling vocabulary Debate around feeling and emotion in painting Modelled/shared writing Edit/redraft</p>	<p><b>Y5 - Evaluative writing and editing</b> Edit and redraft key piece to be used in the E-Magazine. Share the Magazine in school and in the wider Community.</p> <p>War of the Worlds - reading for pleasure</p> <p><b>Y6 - Short narrative based on key text</b> Creative writing week based on key visuals from the narrative</p>
<p><b>Art including history</b></p>	<p><b>Y5 - What is abstract expressionism?</b> Explore the work of Willem de Kooning and Jackson Pollock. How does this compare to Mark Rothko? What is similar? What is different? What can you see in these paintings? Annotate a preferred image with thoughts and ideas and summarize what abstract expressionism is. Understand the techniques used: swirling, dribbling, pouring, dancing, sweeping, brushing with brushes and sticks. Create a small scale art piece using these techniques (outdoors) add and annotate to visual diary.</p> <p><b>Y6 - What is surrealism?</b> Exploring key surrealist artists including Yves Tanguy, Hans Arp, Leonora Carrington, Max Ernt, Renee Magritte, Dorothea Tanning and Salvador Dali. Exploring reasons behind the movement and discussing. Discuss definitions of saturated (Dali) or monochromatic (Tanguy) Explore automatic techniques such as collage, doodling, frottage, decalomania, and grattage and reflect on these in visual diary. Use Giacometti figures to add sculpture into diary</p>	<p><b>Y5 - Space Art</b> Links to maths - geometry Explore the work of Peter Thorpe. Make comparisons to abstract expressionism and introduce cubism. Which art movement does Thorpe's work match? Explore the strong, bold, rich colours and shapes Thorpe uses and begin to experiment with pastels on black paper. Add to visual diary. Sketch shapes and use pastels to create a space inspired art piece. Self and peer assessment opportunities. Links to Maths - shape Links to Science - Space</p> <p><b>Y6 - Textiles - Batik</b> What is Batik? History in ancient civilisations - use visual diary to compare and contrast patterns. Reflect on their own thoughts about the patterns . Investigate resist methods - tying, flour paste, no resits and 'easy' method. Reflect on the textures achieved from all 4 and then investigate on different textiles - describe the changes seen and use science particle method to try to explain why. Discuss favourite textiles and practicality for pillow</p>	<p><b>Y5 - Printing and collage</b> Explore the work of Bawden. Look at the shapes he has created in his art. Introduce printing, looking at the history of printing and how it is used today. Model how printing is done, emphasising the safety of tools. Create an accurate print design and choose collage layers that will be printed on to. Focus - pattern and shape. Links to Literacy - Instructions</p> <p><b>Y6 - textiles - Batik</b> Investigating colour mixing in dyes Explore hues of colour and create their own palette in visual diaries. Use visual diaries to generate ideas for their own surrealist movement inspired pillow - evaluate initial design and scale up measurements for full scale pillow</p>	<p><b>Y5 - Printing and collage</b> Using the evaluated printed design, start to carve design into lino using the lino cutter. Focus - pattern and shape. Begin to print the first layer onto selected materials using chosen colour. Links to Literacy - Instructions</p> <p><b>Y6 - textiles - sewing</b> Investigating how to join fabrics by over sewing, back stitch and blanket stitch. Take pictures and reflect in visual diaries. Demonstrate what is meant by seam allowance.</p> <p>Additional smaller group to start working on their final fabric for side A using chosen Batik style using design from previous week</p>	<p><b>Y5 - Printing and collage</b> Self evaluate the printing process so far. What has worked well? What could be better? Carve the second pattern onto a new lino using the lino cutter. Print the second layer on top of the first. Peer assess the work of others. Links to Literacy - Instructions</p> <p><b>Y6 -textiles sewing</b> Explore ruching and smocking fabric and reflect on what they enjoyed and found difficult in visual diaries. Begin to combine techniques of sewing plus ruching and smocking on practice fabric and evaluate for in diaries for final design</p> <p>Additional smaller group to start working on their final fabric for Side B with ruched or smocked design.</p>	<p><b>Y5 - Developing ideas/ Evaluation</b> Respond to printmaking in visual diaries. Steps to success, photographic evidence, what worked, what was changed, final outcome. Links to Literacy - Instructions</p> <p><b>Y6 -textiles - sewing</b> Begin to use practised sewing techniques to combine Side A and Side B using their chosen sewing techniques to create their surrealist pillow.</p>	<p><b>Y5</b> Frame final print.</p> <p><b>Y6 -textiles sewing</b> Continue to use practised sewing techniques to combine Side A and Side B using their chosen sewing techniques to create their surrealist pillow.</p>
<p><b>Music</b></p>	<p><b>Y5 Controlling sounds through singing</b> Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group.</p> <p><b>Y6 Controlling sounds through singing</b> Sing an individual role in a group</p>	<p><b>Y5 Controlling sounds through singing</b> Perform own part in a round or other split part. Maintain a harmony (singing higher or lower than the main melody) in a song.</p> <p><b>Y6 Controlling sounds through singing</b></p>	<p><b>Y5 Controlling sounds through singing</b> Evaluate different types of singing from different cultures and heritages, and discuss their preferences.</p> <p><b>Y6 Controlling sounds through singing</b> Evaluate different types of</p>	<p><b>Y5-Creating and Developing Musical Ideas (Composing)</b> Compose and perform melodies using five or more notes in preparation for the Christmas carol concert</p> <p><b>Y6-Creating and Developing Musical Ideas (Composing)</b> Compose and perform melodies</p>	<p><b>Y5-Creating and Developing Musical Ideas (Composing)</b> Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Continue to practise for carol concert</p> <p><b>Y6-Creating and Developing Musical Ideas (Composing)</b></p>	<p><b>Y5-Creating and Developing Musical Ideas (Composing)</b> Create music reflecting given intentions and record using standard notation. Continue to practise for carol concert</p> <p><b>Y6-Creating and Developing Musical Ideas (Composing)</b> Create music reflecting given</p>	<p><b>Y5-Creating and Developing Musical Ideas (Composing)</b> Final practise for carol concert</p> <p><b>Y6-Creating and Developing Musical Ideas (Composing)</b> Final practise for carol concert</p>

	performance, from memory or by reading notation, singing solos, accompaniments or directing the group.	Perform own part in a round or other split part. Maintain a harmony (singing higher or lower than the main melody) in a song.	singing from different cultures and heritages, and discuss their preferences.	using five or more notes in preparation for the Christmas carol concert	Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Continue to practise for carol concert	intentions and record using standard notation. Continue to practise for carol concert	
<b>Science</b>	<p><b><u>Y5 - Space</u></b> Explore the Sun, Moon and Earth as spherical bodies. Discuss the Greek, Egyptians, Chinese and Scientific viewpoints. Oracy discussion. Conclude using evidence that has been discussed. Recognise that many heavenly bodies are approximately spherical. Links to Maths - Geometry</p> <p><b><u>Y6 Animals including humans</u></b> Do you know where main organs are? Recap on Y4 digestive system - explore functions of all major organs in human body. Use complex science words accurately and create. Create interactive display for classroom use ThingLink.</p>	<p><b><u>Y5 - Space</u></b> Order and name the planets. Identify that the further out a planet is, the longer its orbit is around the Sun. Facts about planets in our solar system.</p> <p><b><u>Y6</u></b> Why do we have blood? Review dissolving from Y5 - create our own blood and make our own model of key components and functions. Take pictures and reflect on learning.</p>	<p><b><u>Y5 - Space</u></b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p><b><u>Y6</u></b> How does blood get around our body? Dissect heart and create real life model with key parts labelled - take pictures and reflect</p>	<p><b><u>Y5 - Space</u></b> Describe the movement of the Moon relative to the Earth. Explore the phases of the moon and key vocabulary to describe these changes. Understand the term eclipse. Oreo cookie activity.</p> <p><b><u>Y6</u></b> What happens when we exercise? Chn to create their own experiment with cause and effect question. Plan their own variables and plan for fair testing, repeating when needed. Calculate the mean of results and write up experiment. Display data using scatter graph and discuss reliability of results and suggestions for improvement</p>	<p><b><u>Y5 - Space</u></b> Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b><u>Y6</u></b> What are the effects of drugs, diet and lifestyle? Sort food labels, discuss impact of legal/illegal drugs and have debate on whether energy drinks should be legal/illegal using scientific sources</p> <p>Create written argument and re-draft/edit</p>	<p><b><u>Y5 - Space</u></b> Create an information text on an area of interest in space. Edit and redraft work to support the Space Art section in the E-Magazine (Fun facts, Did you know...)</p> <p><b><u>Y6 - evolution and inheritance</u></b> Why are fossils important? Examine specimens and pictures create timeline of key findings. Use complex science words correctly</p>	<p><b><u>Y5 - Space</u></b> Create an information text on an area of interest in space. Edit and redraft work to support the Space Art section in the E-Magazine (Fun facts, Did you know...)</p> <p><b><u>Y6</u></b> How are we different? How are we the same? Look at inherited vs non-inherited - investigation into length of holly leaf and number of prickles graph results and evaluate results</p>
<b>Computing</b>	<p><b><u>Y5 - E-safety</u></b></p> <p><b><u>Y6 -Programming, logical thinking and problem solving</u></b> Reflect on logical reasoning with Scratch and App Maker, recap on key functions. Introduce Arcade -Make Code and discuss similarities/differences of functions</p>	<p><b><u>Y5 - E-safety</u></b></p> <p><b><u>Y6 -Programming, logical thinking and problem solving</u></b> Pizza chasing game through Arcade - evaluating and discussing the problems encountered</p>	<p><b><u>Y5 - E-safety</u></b></p> <p><b><u>Y6 -Programming, logical thinking and problem solving</u></b> Introduce Microbit and describe the functions. Ask chn to problem solve how to get it to work using Make Code - explore possibilities</p>	<p><b><u>Y5 - E-safety</u></b></p> <p><b><u>Y6 -Programming, logical thinking and problem solving</u></b> In teams, reflect on current uses of Microbit and plan their own microbit project with explanation of key function and materials needed</p>	<p><b><u>Y5 - E-safety</u></b></p> <p><b><u>Y6 -Programming, logical thinking and problem solving</u></b> Continue with Microbit project</p>	<p><b><u>Y5 - E-safety</u></b></p> <p><b><u>Y6 -Programming, logical thinking and problem solving</u></b> Continue with Microbit project</p>	<p><b><u>Y5 - E-safety</u></b></p> <p><b><u>Y6 -Programming, logical thinking and problem solving</u></b> Present projects with audience feedback that will feed into evaluation</p>
<b>PSHCE</b>	<p><b><u>Y5 - E-safety</u></b> Personal information, best ways to protect self and reporting concerns. Understand the importance of encrypted (HTTPS) connections when browsing the web and of using strong passwords to protect identity online.</p> <p><b><u>Y6 -E-safety</u></b> Protect my password and other personal information. Explain the consequences of sharing too much about myself online.</p>	<p><b><u>Y5 - E-safety</u></b> To understand that everything can be seen online. The importance of communicating kindly and respectfully. Act responsibly when creating, editing or commenting on web pages or blog posts.</p> <p><b><u>Y6 -E-safety</u></b> Support my friends to protect themselves and make good choices online, including reporting concerns to an adult. Discuss how to report using CEOP, NSPCC with trusted adults etc</p>	<p><b><u>Y5 - E-safety</u></b> The dangers of spending too long online or playing a game. Discuss the likely or possible consequences of particular behaviours when using digital technology in a range of contexts.</p> <p><b><u>Y6 -E-safety</u></b> Explain the consequences of spending too much time online or on a game. Discuss mental health issues relating to this and how to support</p>	<p><b><u>Y5 - E-safety</u></b> Discuss the importance of choosing an age-appropriate website or game. How to report any concerns or inappropriate behaviour with, digital technology at home</p> <p><b><u>Y6 -E-safety</u></b> Discuss the importance of choosing an age-appropriate website or game. How to report any concerns or inappropriate behaviour with, digital technology at home. Look at case studies in news and discuss</p>	<p><b><u>Y5 - E-safety</u></b> How to protect computers or devices from harm. Know which resources can be downloaded and used.</p> <p><b><u>Y6 -E-safety</u></b> Explain the consequences to myself and others of not communicating kindly and Respectfully. Debate on case studies and who acted responsibly</p>	<p><b><u>Y5 - E-safety</u></b> Create a Spark Video for Y4 to summarize E-safety. Work productively and positively with others when developing a shared website or contributing to a class blog. E Magazine launch.</p> <p><b><u>Y6 -E-safety</u></b> Protect my computer or device from harm on the Internet. Look at a range of virus protection options and how to minimise risk</p>	<p><b><u>Y5 - E-safety</u></b> E Magazine launch.</p> <p><b><u>Y6 -E-safety</u></b> <b><u>E-magazine launch</u></b></p>
<b>RE</b>	<p><b><u>Y5 - Christianity</u></b> Community - understanding the sense of belonging and the different Christian denominations</p> <p><b><u>Y6 -Christianity</u></b> Festivals and celebrations Describe why Epiphany and Harvest are important to Christians</p>	<p><b><u>Y5 - Christianity</u></b> Community - understanding the sense of belonging and the different Christian denominations</p> <p><b><u>Y6 -Christianity</u></b> Festivals and celebrations Describe why Epiphany and Harvest are important to Christians</p>	<p><b><u>Y5 - Christianity</u></b> Describe some of the good qualities associated with Jesus and how his beliefs and values affect how Christians should think and act</p> <p><b><u>Y6 - Christianity</u></b> Explain how Christians celebrate Epiphany and Harvest in many ways</p>	<p><b><u>Y5 - Christianity</u></b> Festivals and celebrations Explore traditions and celebrations at christmas</p> <p><b><u>Y6 - Christianity</u></b> Explain how Christians celebrate Epiphany and Harvest in many ways</p>	<p><b><u>Y5 - Christianity</u></b> Festivals and celebrations Explore traditions and celebrations at Christmas</p> <p><b><u>Y6 -Christmas for Christians</u></b> Incarnation The meaning of the Christmas story for Christians- the incarnation. God became a human in Jesus</p>	<p><b><u>Y5</u></b> Compare and contrast how other cultures celebrate christmas</p> <p><b><u>Y6 Christmas for Christians</u></b> Incarnation Reflecting on the meaning of the Christmas story for themselves- what it feels like to be loved and accepted</p>	<p><b><u>Y5</u></b> Compare and contrast how other cultures celebrate christmas</p> <p><b><u>Y6 - Christmas around the world</u></b> How other cultures celebrate Christmas</p>

