



Year 5/6 medium term plan

‘What is our musical story?’ Autumn term 2021-2022

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 |
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| <p>Autumn 1</p> <p>Visit to Lindisfarne week commencing 27th September 2021. A storytelling percussion workshop retelling the Viking raids on Lindisfarne, (instruments provided), with children working in small groups producing a variety of rhythms, with a script. The workshop will be held in the church building and cover 'Invaders and Settlers' due to the rich heritage.</p> <p>Autumn 2</p> <p>Digital Workshop and Garage Band - date to be confirmed.</p> <p>Scottish Ballet performance 'The Nutcracker'. https://www.scottishballet.co.uk/event/the-nutcracker Edinburgh Festival Theatre</p> <p>Potential dates: Thursday 2nd December or Thursday 9th December at 2:30pm (emailed on 9.9.2021)</p> | <p>Autumn 1 Year 5 Children will develop a chronologically secure knowledge and understanding of British and Local history from 793 - 1714. The periods they will study are the Vikings, investigating key influential events in each era and how they have shaped Britain, in particular Northumberland. They will ask questions and address changes, causes, similarities and differences. Children will also identify how musical instruments and music has evolved and changed throughout these historical periods. Year 5 will develop their fluency, confidence, accuracy, control and expression to learn to play the recorder throughout</p> <p>Year 6 Children will develop a chronologically secure knowledge and understanding of British and Local history from 793 - 1714. The periods they will study are the Vikings investigating key influential events in each era and how they have shaped Britain, in particular Northumberland. They will ask questions and address changes, causes, similarities and differences. Children will also identify how musical instruments and music has evolved and changed throughout these historical periods. Year 5 will develop their fluency, confidence, accuracy, control and expression to learn to play the Ukulele throughout</p> <p>Autumn 2 Year 5/6 Children will focus upon key composers and musical instruments used from the Renaissance Period through to the present day. We will explore the romantic era, focussing on classical ballet and famous composers, in particular Swan Lake and The Nutcracker. English lessons will focus on the Nutcracker as a stimulus which will be supported with an expedition to the Scottish Ballet to watch The Nutcracker in Edinburgh. Children will use their musical knowledge and skills to design, compose and perform a school song. They will learn about digital music and how it evolved during a Digital Workshop and Garage band workshop. Children will conclude the term with a performance of their musical instruments and singing to parents at a Christmas Banquet.</p> | <p>Timeline for Chronology of Music and History</p> <p>Classroom to be set out as a mead-hall - Autumn 1.</p> | <p>How did the Vikings influence North East Music? When did the Viking Age start and end? When did the vikings invade and settle in the North East? Which instruments were discovered in archaeological digs? How do Viking instruments compare to modern versions? How has music changed through time? Which instruments can you identify?</p> <p>Which songs are part of our cultural heritage and why?</p> <p>How has the music of the past impacted modern music?</p> | <p><u>Year 5</u> Children to host a Christmas meal for families in the style of an Elizabethan Banquet. Children will perform their songs to families (recorder songs and singing)</p> <p>A Darkness of Dragons, songs of magic, including Friendship, Magic and Courage (3 groups overlapping rhythms)</p> <p>Year 5 to share their musical recording with Usborne Books on Twitter @Usborne #ADarknessofDragons</p> <p><u>Year 6</u> Children to host a Christmas meal for families in the style of an Elizabethan Banquet. Children will perform their songs to families (Ukulele songs and singing)</p> <p>Sky Song by Abi Elphinstone - Trust, Loneliness, Friendship, Survival, Courage, Loyalty, Inclusion and Good Vs Evil</p> <p>Children write and perform their own song lyrics based on the themes of the book: life is about facing your fears, brains means knowledge, home is where your loved ones are and ever underestimate yourself.</p> |

Y5/6 Planning Autumn 1

| | Week 1 wk/c 2.9.2021 (2 days) | Week 2 wk/c 6.9.2021 | Week 3 wk/c 13.9.2021 | Week 4 wk/c 20.9.2021 | Week 5 wk/c 27.9.2021 | Week 6 wk/c 4.10.2021 | Week 7 wk/c 11.9.2021 |
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| Maths | <p>Y5 Place Value</p> <p>Y6 Place Value Revision of all times tables up to 12 times tables.</p> | <p>Y5 Place Value</p> <p>Y6 Place Value Revision of all times tables up to 12 times tables.</p> | <p>Y5 Place Value</p> <p>Y6 Place Value Revision of all times tables up to 12 times tables.</p> | <p>Y5 Place Value</p> <p>Y6 Addition, Subtraction, Multiplication and Division Revision of all times tables up to 12 times tables.</p> | <p>Y5 Place Value</p> <p>Y6 Addition, Subtraction, Multiplication and Division Revision of all times tables up to 12 times tables.</p> | <p>Y5 Addition and Subtraction</p> <p>Y6 Addition, Subtraction, Multiplication and Division Revision of all times tables up to 12 times tables.</p> | <p>Y5 Addition and Subtraction</p> <p>Y6 Addition, Subtraction, Multiplication and Division Revision of all times tables up to 12 times tables.</p> |
| <p>English</p> <p>Y5 Key text: A Darkness of Dragons S A Patrick</p> <p>Y6 key text: Beowulf Michael Morpurgo</p> | <p>Y5 Questions, predictions and inference work based around initial ideas. Reading for pleasure.</p> <p>Y6 Discovery of Beowulf's Barrow: Y6 - Archaeologists excavating the tomb/barrow of a famous Anglo-Saxon Warrior-King. ask a range of questions. Use modal verbs to make predictions about whose tomb this might have been and why this king was so renowned. Explain that we are going to be reading the story of Beowulf. The original poem is the oldest surviving epic poem in Old English. Front cover predictions using modal verbs & conjunctions. Which other legends and folktales has Morpurgo retold? What is a legend? Explain that much of a legend is fictional and fantastical, it has roots in real historical characters and places – the line between history and fiction is blurred. Cold writing - Dragons</p> | <p>Y5 Read key text for pleasure. Begin to explore diary writing from the protagonist's perspective. Explore a wide range of new vocabulary. Comprehension work to infer and predict ideas. Shared and modelled writing opportunities.</p> <p>Y6 Note down and develop initial ideas, drawing on reading and research where necessary. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Introduce the book and link to history lesson (location) Focus on Anglo-Saxon poetic tools, in particular: kennings and alliteration - metaphorical expressions. Read for pleasure and explore themes Look deeper into visualising specific scenes. Further predictions. Shared/modelled writing opportunities. Talk for Writing Defeating the monster story - hooks.</p> | <p>Y5 Infer and predict. Plan writing by noting initial ideas linked to the key text. Consider how the author has developed characters and settings. Reading for pleasure and comprehension focus. Reading for pleasure.</p> <p>Y6 Use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. Grendel's mother. Focus on adverbial phrases. Write a recount from the perspective of Hrothgar. Drama - party goes. One child being Hygelac and one being Beowulf telling the stories and showing the treasure he has brought home. Grateful Danes/Geats who witnessed Beowulf's triumph and can tell part of the story from their points Describe the party and the feasting referring to the activities mentioned in the invitation (music, song, stories, mead and merry feasting.) Synonyms and emotions graph to summarise key events in Beowulf's life. Talk for Writing Defeating the monster story - begin innovating/modelled and shared writing/boxing up</p> | <p>Y5 Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in the story. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Reading for pleasure.</p> <p>Y6 Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Select vocabulary and grammatical structures that reflect what the writing requires. Talk for Writing Defeating the monster story - innovate the original text and upgrade. Read similar stories for pleasure and to hone ideas.</p> | <p>Y5 Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Reading for pleasure.</p> <p>Y6 Recognise more complex themes in what they read. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Explain and discuss their understanding of what they have read. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Distinguish between the language of speech and writing and to choose the appropriate level of formality. Talk for Writing Write a defeating the monster story. Assess against cold writing. Edit and improve.</p> | <p>Y5 Innovate the original text by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use dictionaries and thesaurus to uplevel vocabulary. Reading for pleasure.</p> <p>Y6 Non-fiction Produce a leaflet for children visiting Lindisfarne. To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> | <p>Y5 Write narratives in the style of S A Patrick author of The Darkness of Dragons. Use imagery to write creatively. Self and peer assessment opportunities. Reading for pleasure.</p> <p>Y6 Non-fiction Produce a leaflet for children visiting Lindisfarne. To habitually proofread for spelling and punctuation errors. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement.</p> |
| History / Geography | | <p>Y5/6 Vikings 793 - 1066</p> <p>How did the Vikings influence North East Music?</p> <p>History quiz - understand how knowledge of the past is constructed from a range of sources. Musical timeline.</p> <p>Understand who the Vikings are,</p> | <p>Y5/6 Vikings 793 - 1066</p> <p>Where did the Vikings come from? Map focus. What were their reasons for invading? What did the Vikings believe in?</p> <p>Introduce sacred music (without musical accompaniment - sung and chanted by the monks). Gregorian chants. Learn about</p> | <p>Y5/6 Vikings 793 - 1066</p> <p>Learn about the 1st Viking raid and the significance of Lindisfarne. Discuss the Anglo Saxon reaction to the raids and understand why the Vikings were so feared.</p> <p>Secular music (folk songs and ballads- troubadours).</p> | <p>Y5/6 Vikings 793 - 1066</p> <p>Lindisfarne expedition - Monday 27th September 2021</p> <p>Give clear reasons why there may be different accounts of history, linking to this factual understanding of the past.</p> <p>Investigate lines of enquiry by</p> | <p>Y5/6 Vikings 793 - 1066</p> <p>Learn about Danelaw and how it was divided. Understand how the Vikings and Anglo Saxons existed. How did Alfred the Great bring peace?</p> <p>Learn about life in Viking Britain. What was a Viking settlement like? Did the Vikings have any</p> | <p>Y5/6 Vikings 793 - 1066</p> <p>The end of an era and the Viking legacy. Plan independently an investigation into the successes and failures of the Vikings. Produce an extended response based on different sources of evidence and forms of communication. Present findings to the class.</p> |

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| | | <p>where they travelled from and when they settled in Britain.</p> <p>Never heard the word grids Introduction to the Middle Ages. Hidden picture clues (include instruments - lute, drums, cymbals & bells, organs, horns and flutes, recorders, bagpipes). Discuss music of Western Europe during the Middle Ages, from approximately the 6th to 15th centuries. Early, high and late medieval music. Listen and compare to modern pieces.</p> | <p>how there are not many musical manuscripts which have survived from the Middle Ages. Most of them are religious music. Written using a system called neumes. The pitch (music) of the music is shown by the neumes, but the rhythms were not very clear.</p> <p>Viking Britain. What did they bring, lifestyle and explore the musical elements that were discovered. (horn, flute, panpipe, skalmeyen, jaws harp, Viking lur, lyre, tagelharpa, rebec, drums, bells and rattles)</p> | <p>Loud and quiet instruments - Northumbrian pipes. Introduce the two main types of dance: line dances and circle dances)</p> <p>Learn about the Viking invasion of Lindisfarne, how they fought and weapons they used - Battle Cry</p> <p>Viking Box of Delight - Discovery Museum.</p> | <p>posing questions during the visit.</p> <p>Chris Hudson - Lindisfarne Tales Stories of how the island became a special place in British history.</p> | <p>laws?</p> <p>Learn about how Britain was conquered between 950 AD -1066. How did the Danes conquer Britain? What happened at the Battle of Hastings?</p> | |
| Art/DT | <p>Y5/6 Drawing Develop a style of drawing through the development of line and tone. Sketching</p> | <p>Y5/6 Drawing Develop ideas in a visual diary.</p> | <p>Y5/6 Drawing Develop a style of drawing through the development of: line, tone, pattern, texture. Viking soldiers</p> | <p>Y5/6 Drawing Develop a style of drawing through the development of: line, tone, pattern, texture. Viking soldiers</p> | <p>Y5/6 Work in a sustained way to develop a style of drawing. Sketching on Lindisfarne.</p> | X | X |
| Music | <p>Y5/6 Singing n/a</p> <p>Y5 - Recorders n/a</p> <p>Y6 Ukulele n/a</p> | <p>Y5/6 Singing Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group.</p> <p>Y5 - Recorders Learn body position and key elements (air, fingers and tongue) Left hand at the top, right hand at the bottom. Mouthpiece shouldn't touch teeth. Learn to play a steady continuous sound - B note Quavers - 'running' Crochet - 'walk' Key vocabulary: recorder, note, sound, rhythm, beat</p> <p>Y6 Ukulele Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Understand what a Ukulele is and where it originates from. Learn how to play a Ukulele including the chord of C.</p> | <p>Y5/6 Singing Perform on 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>Y5 - Recorders Learn the finger chart positions 0-7. Begin playing basic rhythms using crotchets and quavers.</p> <p>Key vocabulary: recorder, note, rhythm, staff, crotchet, minim, semibreve</p> <p>Y6 Ukulele Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Learn how to read tablature and play a simple melody.</p> | <p>Y5/6 Singing Evaluate different types of singing from different cultures and heritages, and discuss their preferences.</p> <p>Y5 - Recorders Learn left hand notes - Play A G C D notes Key vocabulary: recorder, note, rhythm, staff, crotchet, minim, semibreve</p> <p>Y6 Ukulele Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Fully understand how to play the chord of C and the chord of F.</p> | <p>Y5/6 Singing Compose and perform melodies using five or more notes in preparation for Harvest.</p> <p>Y5 - Recorders Learn right hand notes - Play E D F# F Key vocabulary: recorder, note, rhythm, staff, crotchet, minim, semibreve, crochet rest</p> <p>Y6 Ukulele Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Continue learning how to read a tablature and play a simple melody.</p> | <p>Y5/6 Singing Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Continue to practise for Harvest.</p> <p>Y5 - Recorders Practise playing simple songs: Mary had a little lamb, twinkle twinkle and Auld Lang Syne.</p> <p>Key vocabulary: recorder, note, rhythm, staff, crotchet, minim, semibreve, crochet rest</p> <p>Harvest -</p> <p>Y6 Ukulele Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Learn a class song that the class will eventually accompany themselves on with the Ukuleles.</p> | <p>Y5/6 Singing Final Harvest performance practise</p> <p>Y5 - Recorders Harvest performance practise</p> <p>Y6 Ukulele Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale,</p> <p>Y6 Ukulele Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Look at the chord Dm. Play the chords to Three Little Birds and Frer Jacques.</p> |
| Science | <p>Y5 Space n/a</p> <p>Y6 Light Introduction to science and new vocabulary. What makes a good scientist? What is your impression of a scientist? Safety in science lessons.</p> | <p>Y5 Space 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>Y6 Light Crime Lab light expert selection challenge. Initial crime report and study suspects. Plan and carry out light investigations in response to enquiry questions. Identify variables that need to be controlled to achieve a fair test.Record and present findings,</p> | <p>Y5 Space 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>Y6 Light Light travels in straight lines. Demonstrate and conclude that light travels in a straight line.Understand that a light source is needed in order to see. Make viable suggestions for given angles. Calculate plausible heights for the suspect based on the torch beam.</p> | <p>Y5 Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Y6 Light Demonstrate and describe the movement of light off mirrors. Plan and carry out an investigation into the reflectiveness of given materials. Record results in graphic form and identify patterns.Suggest further investigations for findings.Eliminate another suspect.</p> | <p>Y5 Space 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>Y6 Light Explore how shadows can be deceptive. Explain that a human shadow has the same shape as the person casting it. Plan and carry out an investigation into shadow size and position of light source. Draw a line graph from investigation data and note any patterns.</p> | <p>Y5 Space 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>Y6 Light Rainbow world. Investigate magnifying lenses. Explain and demonstrate that light can be bent when it is slowed down. Split white light into rainbow colours.</p> | <p>Y5 Space Create an information text on an area of interest in space. Edit and redraft work. (Fun facts, Did you know...)</p> <p>Y6 Light Colourful light filters.Plan and carry out a light colour mixing investigation. Mix light colours and present findings.</p> |

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| | | identifying patterns and drawing conclusions. | | | | | |
| Computing | Y5 n/a Y6 n/a | Y5 - Programming, logical thinking and problem solving Revise computing vocabulary. Create rhymes, songs and ways to remember them and their meaning. (variable, debug, sequence, selection, repetition, input, output, algorithm) Y6 -Programming, logical thinking and problem solving Recap of Scratch principles and key vocabulary from Year 5. Review terminology and key functions of Scratch. | Y5 - Programming, logical thinking and problem solving 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. Animate your name activity. Y6 -Programming, logical thinking and problem solving 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. Animate your name activity. | Y5 - Programming, logical thinking and problem solving Design, write and debug programs that accomplish specific goals using the scratch software. Use logical reasoning to explain how some simple algorithms work. Y6 - Programming, logical thinking and problem solving Design, write and debug programs that accomplish specific goals using the scratch software. Use logical reasoning to explain how some simple algorithms work and support others to debug errors. | Y5 - Programming, logical thinking and problem solving Design, write and debug scratch music programmes to play, make and animate music. Use logical reasoning to explain how some simple algorithms work. Y6 - Programming, logical thinking and problem solving Design, write and debug programs to play, make and animate music. Use logical reasoning to explain how some simple algorithms work and support others to debug errors. | Y5/6 - Programming, logical thinking and problem solving Viking Raid Animation Follow sequences to set algorithms for a Viking Raid game. Design the algorithm to command and move. Tinker to experiment with characters and movement. | Y5/6 - Programming, logical thinking and problem solving Viking Raid Animation Follow sequences to set algorithms for a Viking Raid game. Use coordinates to programme movements and animate algorithms. |
| PSHCE | Y5 n/a Y6 n/a | Y5 Transition Routines, rules and changes. Aspirations and goals for Year 5. Y6 E-Safety Protect my password and other personal information. | Y5 Citizenship Describe the role money plays in my life as well as others. Y6 E-Safety Explain the consequences of sharing too much about myself online. | Y5 Citizenship Demonstrate how to manage my money and be a critical consumer. Y6 E-Safety Support my friends to protect themselves and make good choices online, including reporting concerns to an adult. | Y5 Citizenship Develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' Y6 E-Safety Explain the consequences of spending too much time online or on a game. | Y5 Citizenship Understand that resources can be allocated in different ways and that these economic choices affect individuals and communities across the world. Y6 E-Safety Explain the consequences to myself and others of not communicating kindly and respectfully. | Y5 Citizenship Recall some of the roles in our political system. Y6 E-Safety Protect my computer or device from harm on the Internet. |
| RE | Y5 - Christianity n/a Y6 Understand that Christians think of God as having many attributes or characteristics, have much to thank him for and thank him in many ways | Y5 - Christianity Understanding God and the bible for Chrstians Y6 Understand that for Christians the Bible is the main source of information about God | Y5 - Christianity Understanding Jesus's life for Christians and the different ways they can see him Y6 To know something about the life of Jesus as revealed through the Bible and understand that Jesus can be seen in many different but complementary ways | Y5 - Christianity Understanding Jesus's life for Christians and the different ways they can see him Y6 Understand that much of Christian worship centres on Jesus and that Jesus' teaching shapes how Christians think and act | Y5 - Christianity Festivals and Celebrations Describe why and how Epiphany and Harvest are important to Christians Y6 Festivals and Celebrations Describe why and how Epiphany and Harvest are important to Christians | Y5 - Christianity Festivals and Celebrations Describe why and how Epiphany and Harvest are important to Christians Y6 Describe why Epiphany and Harvest are important to Christians | Y5 - Christianity Festivals and Celebrations Describe why and how Epiphany and Harvest are important to Christians Y6 Explain how Christians celebrate Epiphany and Harvest in many ways |
| PE Clog dancing workshop (date tbc) | Y5 n/a Y6 n/a | Y5 Football Y6 Swimming Gymnastics | Y5 Football Y6 Swimming Gymnastics | Y5 Football Y6 Swimming Gymnastics | Y5 Football Y6 Swimming Gymnastics | Y5 Football Y6 Swimming Gymnastics | Y5 Football Y6 Swimming Gymnastics |
| French | Y5 n/a Y6 n/a | Y5 Language Angels - L'ancienne Histoire de la Grande Bretagne Ancient Britain Y6 Language Angels Les instruments | Y5 Language Angels - L'ancienne Histoire de la Grande Bretagne Ancient Britain Y6 Language Angels Les instruments | Y5 Language Angels - L'ancienne Histoire de la Grande Bretagne Ancient Britain Y6 Language Angels Les instruments | Y5 Language Angels - L'ancienne Histoire de la Grande Bretagne Ancient Britain Y6 Language Angels Les instruments | Y5 Language Angels - L'ancienne Histoire de la Grande Bretagne Ancient Britain Y6 Language Angels Les instruments | Y5 Language Angels - L'ancienne Histoire de la Grande Bretagne Ancient Britain Y6 Language Angels Les instruments |
| Forest school | Y5 | Y5 | Y5 | Y5 | Y5 | Y5 | Y5 |

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| (Geography included within Our World Badge) | n/a Y6 n/a | Our World Badge and Nature Badge Y6 Forest school badges | Our World Badge and Nature Badge Y6 Forest school badges | Our World Badge and Nature Badge Y6 Forest school badges | Our World Badge and Nature Badge Y6 Forest school badges | Our World Badge and Nature Badge Y6 Forest school badges | Our World Badge and Nature Badge Y6 Forest school badges |
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Y5/6 Planning Autumn 2

| | Week 1 1.11.21 | Week 2 8.11.21 | Week 3 15.11.21 | Week 4 22.11.21 | Week 5 29.11.21 | Week 6 6.12.21 | Week 7 13.12.21 |
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| Maths | Y5 Statistics Y6 Fractions | Y5 Statistics Y6 Fractions | Y5 Number: Multiplication and Division Y6 Fractions | Y5 Number: Multiplication and Division Y6 Decimals | Y5 Number: Multiplication and Division Y6 Decimals | Y5 Measurement - Perimeter and Area Y6 Percentages | Y5 Measurement - Perimeter and Area Y6 Percentages |
| English Y5 key text: Y6 key text: Sky Song Abi Elphinstone | Y5 - Biographies WAGOLL and Talk for Writing - Biography about Tchaikovsky 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 composer. Annotate and box up the WAGOLL text. Y6 Non-chronological report Instrumental Innovations. Musical instruments through the ages. Talk for Writing Note down and develop initial ideas, drawing on reading and research where necessary. Write effectively for a range of purposes and audiences, selecting the appropriate form. Draw out key information and summarise the main ideas in a text. | Y5 - Biographies WAGOLL and Talk for Writing - Biography about Tchaikovsky Start to plan a biography about a chosen composer (Mozart, Chopin, Beethoven, Vivaldi) 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. Y6 Non-chronological report Instrumental Innovations. Musical instruments through the ages. Talk for Writing Use a wide range of devices to build cohesion within and across paragraphs. Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. | Y5 - Biographies WAGOLL and Talk for Writing - Biography about Tchaikovsky Edit and redraft writing. 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 Y6 - The Nutcracker story Key text: The Nutcracker -Talk for Writing Imitation stage. Hooks to draw the children into the story. Share the story of The Nutcracker. Establish key features of the model text. Drama - freeze frame. Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. | Y5 - The Nutcracker story Key text: The Nutcracker Descriptive writing of scenery descriptions using the opening of the Nutcracker story. Develop story language. Learn text structure. Modelled/shared writing. Edit/redraft Y6 - The Nutcracker story Key text: The Nutcracker - Talk for Writing Innovation stage. Internalise the model text - text map and actions. Book talk to encourage discussion. Read as a reader to ensure comprehension. Read as a writer: Box-up structure and analyse ingredients. | Y5 - The Nutcracker story Key text: The Nutcracker Comprehend characters' feelings and emotions through illustrations. Retrieve information from a picture and make a judgment, providing an opinion. Sequence images to connect a storyline. Make connections to others' stories and experiences. Oracy discussions - encourage inference, predictions and opinions. Y6 - The Nutcracker story Key text: The Nutcracker Innovation stage. Pupils produce their own version and share with a partner. Select vocabulary and grammatical structures that reflect what the writing requires. | Y5 - The Nutcracker story Key text: The Nutcracker Develop story language. Begin to write descriptive pieces based on imagery from the text and deepen language choices to convey emotion. Shared and modelled writing opportunities. Y6 - The Nutcracker story Key text: The Nutcracker Consolidate learning and write their own version. Edit and improve. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons and hyphens. | Y5 - The Nutcracker story Key text: The Nutcracker Creative writing week based on key visuals from the narrative Y6 Debate More children should be encouraged to go to the opera and the ballet. |
| History | Y5/6 Renaissance 1400-1600 Learn about the Renaissance Period known as the 'rebirth' and the introduction of musical notation/printing of music. Introducing famous English composers - Thomas Tallis & Ralph Vaughan Williams. Musical instruments during this period - tabor, viol, harp, sackbut, lute & harpsichord. Study key composers and instruments. Independently. order significant events, movements and dates on a timeline. | Y5/6 Baroque 1600 - 1750 Learn about the Baroque Period Baroque when music was characterised by: long flowing melodic lines often using ornamentation (decorative notes such as trills and turns); contrast between loud and soft, solo and ensemble; a contrapuntal texture where two or more melodic lines were combined; terraced dynamics - sudden changes in the volume level, sometimes creating an echo effect; the use of harpsichord continuo. | Y5/6 Classical 1750 - 1820 Introduce the famous composers from the classical period: Joseph Haydn and Wolfgang Amadeus Mozart. Classical music is recognised for: beautiful melodies and homophonic accompaniments. Understand that classical composers built their orchestras on the foundations of baroque music but they were bigger in size. They were based on: strings - violin, viola, cello, double bass, and sometimes guitar; woodwind - recorder or wooden flute, oboe, bassoon and clarinet; brass - trumpet, horns (with valves by the end of the period); percussion - timpani (kettledrums) and sometimes triangle, hand cymbals and bass drum; key - | Y5/6 Romantic 1820 -1900 Learn about famous composers from this period including: Peter Tchaikovsky, Edvard Grieg and Johannes Brahms. Beethoven's early compositions are called classical. As his music developed with new instruments and techniques, his later works can be called romantic. Romantic music focuses on provoking emotion and passion. Music was used to evoke stories, places or events. The improvement in instrumental build, along with the increased number of players, ensured that a romantic orchestra could have lots of dynamic contrast - including exaggerated crescendo, diminuendo and sforzando - and | Y5/6 Modern 1890 - 1960 Learn about Pyotr Ilyich Tchaikovsky 's The Sleeping Beauty. Study the different styles of music during this period and key musicians. Pop, Rock, Blues and Jazz. | Y5/6 Contemporary 1960 - Present Learn about famous local musicians and study vocals. Study the advances in musical technology. Identify and compare changes within and across different time periods. | Y5/6 Contemporary 1960 - Present Learn about famous local musicians and study vocals. Identify and compare changes within and across different time periods. |

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| | | | fortepiano. Composers created the symphony to be played by an orchestra. Each movement had a different tempo and mood. | lots of timbral colour. | | | |
| Music | <p><u>Y5 / 6 - Controlling sounds through singing</u> Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group.</p> <p><u>Y5 - Recorders</u></p> <p><u>Y6 Ukulele</u> Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Recap on chords taught. Learn to play Drunken Sailor.</p> <p>Focus on chord G.</p> | <p><u>Y5 / 6 - Controlling sounds through singing</u> 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><u>Y5 - Recorders</u></p> <p><u>Y6 Ukulele</u> Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Learn to play Drunken Sailor.</p> <p>Focus on chord G.</p> | <p><u>Y5 / 6 - Controlling sounds through singing</u> Evaluate different types of singing from different cultures and heritages, and discuss their preferences.</p> <p><u>Y5 - Recorders</u></p> <p><u>Y6 Ukulele</u> Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Learn to play and sing I'm a Believer by Neil Diamond/The Monkees</p> | <p><u>Y5 / 6 - Creating and Developing Musical Ideas (Composing)</u> Compose and perform melodies using five or more notes in preparation for the Christmas performance</p> <p><u>Y5 - Recorders</u></p> <p><u>Y6 Ukulele</u> Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Learn to play and sing I'm a Believer by Neil Diamond/The Monkees</p> | <p><u>Y5 / 6 - Creating and Developing Musical Ideas (Composing)</u> Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Continue to practise for the Christmas performance.</p> <p><u>Y5 - Recorders</u></p> <p><u>Y6 Ukulele</u> Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Learn to play and sing I'm a Believer by Neil Diamond/The Monkees</p> | <p><u>Y5 / 6 - Creating and Developing Musical Ideas (Composing)</u> Create music reflecting given intentions and record using standard notation. Continue to practise for carol concert.</p> <p><u>Y5 - Recorders</u></p> <p><u>Y6 Ukulele</u> Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Performance rehearsal</p> | <p><u>Y5 / 6 - Creating and Developing Musical Ideas (Composing)</u> Final practise for Christmas performance.</p> <p><u>Y5 - Recorders</u></p> <p><u>Y6 Ukulele</u> Key vocabulary: Strings,pitch, high G, Low G, Fretboard, scale.</p> <p>Performance</p> |
| Science | <p><u>Y5 - Properties and changes of materials</u> Use a Venn diagram to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Suggest why those properties might influence the selection of those materials for certain uses. Define key vocabulary.</p> <p><u>Y6 Electricity</u> Dragons' Den briefing session and learn about the challenges that lie ahead as designers of festive lights and decorations with an electric buzz. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> | <p><u>Y5 - Properties and changes of materials</u> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Look at the density of materials. Separating mixtures. https://www.stem.org.uk/resource/s/elibrary/resource/33255/suspended-ice</p> <p><u>Y6 Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> | <p><u>Y5 - Properties and changes of materials</u> Demonstrate that dissolving, mixing and changes of state are reversible changes. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge & understanding to explain predictions. Plan a fair test and ensure controlled variables are kept the same. Salt water experiment</p> <p><u>Y6 Electricity</u> Each team needs to show that it has a technical flair for designing electrical circuits. Can they draw accurate circuit diagrams as a 'blueprint' for their design?</p> | <p><u>Y5 - Properties and changes of materials</u> Separating solutions. Design and write an ordered method. Monitor evaporation of water in the 4 jugs over 7 days.</p> <p><u>Y6 Electricity</u> The dragons have added in a last minute design tweak - can the children develop and include a dimmer switch into their design?</p> | <p><u>Y5 - Properties and changes of materials</u> Create a table of results and plot a line graph to show differences. How accurate was your prediction? What happened to the water? Where was the best location? What can we conclude from this?</p> <p><u>Y6 Electricity</u> Ideas and research put into action as children create their festive lights and decorations. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> | <p><u>Y5 - Properties and changes of materials</u> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>Y6 Electricity</u> Final tweaks before entering the Dragons' Den. Impress the dragons with scientific know-how and the rigorous testing processes that have been adopted.</p> | <p><u>Y5 - Properties and changes of materials</u> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><u>Y6 Electricity</u> Dragon's Den</p> |
| Computing Digital Workshop and Garage Band - date tbc | <u>Y5/6 - Google Music Lab</u> To understand the Google Music lab programme and how they navigate. Explore the opportunities Google Music lab offers for communication and collaboration. | <u>Y5/6 - Google Music Lab</u> Use selection and programming skills from Autumn 1 to experiment with song maker apps. | <u>Y5/6 - Google Music Lab</u> Use selection and programming skills from Autumn 1 to experiment with chords. | <u>Y5/6 - Google Music Lab</u> Use selection and programming skills from Autumn 1 to experiment with Melody Maker. | <u>Y5/6 - Google Music Lab</u> Use selection and programming skills from Autumn 1 to experiment with Rhythm. | <u>Y5/6 - Google Music Lab</u> Use selection and programming skills from Autumn 1 to experiment with Piano | <u>Y5/6 - Google Music Lab</u> Design, compose and share an electronic piece of music using skills from previous weeks. Self and peer evaluate. |
| PSHCE | <p><u>Y5 - E-safety</u> 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><u>Y6 Feelings and relationships</u></p> | <p><u>Y5 - E-safety</u> 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><u>Y6 Feelings and relationships</u></p> | <p><u>Y5 - E-safety</u> 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><u>Y6 Feelings and relationships with others</u></p> | <p><u>Y5 - E-safety</u> 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><u>Y6 Feelings and relationships with others</u> Explore positive and negative</p> | <p><u>Y5 - E-safety</u> How to protect computers or devices from harm.</p> <p><u>Y6 Feelings and relationships with others</u> Describe when it is appropriate to share personal/private information in a relationship.</p> | <p><u>Y5 - E-safety</u> Know which resources can be downloaded and used.</p> <p><u>Y6 Feelings and relationships with others</u> Explain where to get support if an online relationship goes wrong.</p> | <p><u>Y5 - E-safety</u> 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> |

