



Year 5/6 medium term plan

‘Is there time to save the world?’ Spring 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
<p>Autumn 1 Visitor? Beach walk to launch sponsored</p> <p>Autumn 2 Trip? Weather station/Meteorologist CRAM26 conference - DW to organise location/schools</p>	<p>Autumn 1 Year 5/6 Focus on how humans are having a negative impact on the world. Gather knowledge about climate change and global warming. (Climate change, Global warming, Deforestation, Pollution, Fishing, Oil spills, Forest Fires, Urbanisation, Endangered animals - poaching, trade) The effects of pollution in the air/water. Deforestation and urbanisation and its impact on animals and living things. Writing speeches to be persuasive - Greta Thunberg Launch our sponsored walk - can we walk the Earth to save the Earth?</p> <p>Autumn 2 Year 5/6 Human impact on natural disasters. Types of natural disasters: volcanoes, tsunamis, tornadoes, hurricanes, wildfires and earthquakes. Writing reports about each natural disaster. Looking at geographical locations of disasters. Their impact on human life. CRAM26 preparation - Is there still time to save the world?</p>	<p>Hall Walk the World to Save the World display to track money raised and miles walked.</p> <p>Year 5 Science display</p> <p>Year 6</p>	<p><u>Spring 1</u> What is Global warming? How are humans negatively impacting the world? How can we have a positive impact on the World?</p> <p><u>Spring 2</u> Do humans have an impact on natural disasters? Tornados Hurricanes Earthquakes Droughts Tsunamis Volcanoes</p>	<p>Walk the World to Save the World Sponsored Walk</p> <p>Each child to track their steps over a 12 week period, money raised will be donated to a charity to plant more trees. Publicise the event via Facebook, Radio and Newspaper.</p> <p>Personal pledges - What will I do for our planet?</p> <p>‘CRAM26’ - Children’s climate conference. Children will deliver a climate conference to educate and inform other schools about our impact on the planet.</p>

Y5/6 Planning Spring 1						
	Week 1 wk/c 3.1.2022 (4 days)	Week 2 wk/c 10.1.2022	Week 3 wk/c 17.1.2022	Week 4 wk/c 24.1.2022	Week 5 wk/c 31.1.2022	Week 6 wk/c 7.2.2022
Maths	<p>Y5 Multiplication and Division 1</p> <p>Y6 Fractions, decimals & percentages.</p>	<p>Y5 Multiplication and Division 1</p> <p>Y6 SATs week</p>	<p>Y5 Measurement - Perimeter and Area</p> <p>Y6 Fractions, decimals & percentages.</p>	<p>Y5 Measurement - Perimeter and Area</p> <p>Y6 Fractions, decimals & percentages.</p>	<p>Y5 Multiplication and Division 2 Mid year Maths NFERS</p> <p>Y6 Fractions, decimals & percentages.</p>	<p>Y5 Multiplication and Division 2</p> <p>Y6 Fractions, decimals & percentages.</p>
English	<p>Y5 What is Global warming and climate change?</p>	<p>Y5 How are humans negatively impacting the world? (Air and water pollution focus)</p>	<p>Y5 How are humans negatively impacting the world? (Fishing, oil spills focus)</p>	<p>Y5 How are humans negatively impacting the world? (Deforestation, Urbanisation focus)</p>	<p>Y5 Mid year Reading NFERS and STAR reader assessments How are humans negatively impacting</p>	<p>Y5 How can we leave a positive impact on the world?</p>

	<p>materials 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>Y6 - Animals including humans -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p>materials Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Y6 - Animals including humans -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Hands of investigation.</p>	<p>materials Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Y6 - Animals including humans -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Impact of air pollution on our lungs</p>	<p>materials Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Y6 Animals including humans -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Impact of air pollution on our lungs.</p>	<p>materials Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Y6 - Animals including humans -describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>materials 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>Y6 - Animals including humans Assessment.</p>
Computing	<p>YY5, Y6 Multimedia - talk about audience, atmosphere and structure when planning a particular outcome.</p>	<p>Y5Y6 Multimedia - confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>- Transitional features on powerpoint. - Graph maker on good excel</p>	<p>Y5Y6 Multimedia -combine a range of media, recognising the contribution of each to achieve a particular outcome.</p> <p>- Including video and interactive features on powerpoint.</p>	<p>Y5Y6 Multimedia - tell you why I select a particular online tool for a specific purpose.</p> <p>- Explain the choice of platform and features included and the impact they will have on the audience.</p>	<p>Y5,Y6 Multimedia - be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p> <p>- Explain the choice of platform and features included and the impact they will have on the audience.</p>	<p>Y5,Y6 Multimedia Deliver multimedia presentations.</p>
PSHCE	<p>Y5 Community - living in the wider world Discuss the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</p> <p>Y6 - Physical Health and Safety Predict and assess risks in different situations and decide how to manage them responsibly. Use knowledge of these risks to build resilience.</p>	<p>Y5 Community - living in the wider world Discuss the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</p> <p>Y6 - Physical Health and Safety Recognise that my increasing independence brings increased responsibility to keep myself and others safe.</p>	<p>Y5 Community - living in the wider world Develop strategies for getting support for myself or others at risk.</p> <p>Y6 - Physical Health and Safety Discuss strategies for keeping safe in the environment (including rail, water and fire safety).</p>	<p>Y5 Community - living in the wider world Develop strategies for getting support for myself or others at risk.</p> <p>Y6 - Physical Health and Safety Talk about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.</p>	<p>Y5 Community - living in the wider world Explain my responsibilities, rights and duties at home, in school, in the community and towards the environment.</p> <p>Y6 - Physical Health and Safety Recognise the people who are responsible for helping me to stay healthy and safe and how I can help these people to do that.</p>	<p>Y5 Community - living in the wider world Explain my responsibilities, rights and duties at home, in school, in the community and towards the environment.</p> <p>Y6 - Physical Health and Safety Talk about the consequences of anti-social behaviour.</p>
RE	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>
PE	<p>Y5 Muay Thai sessions - Tuesday PM Swimming - Tuesday PM</p> <p>Y6 Muay Thai sessions - Tuesday PM</p>	<p>Y5 Muay Thai sessions - Tuesday PM Swimming - Tuesday PM</p> <p>Y6 Muay Thai sessions - Tuesday PM</p>	<p>Y5 Muay Thai sessions - Tuesday PM Swimming - Tuesday PM</p> <p>Y6 Muay Thai sessions - Tuesday PM</p>	<p>Y5 Muay Thai sessions - Tuesday PM Swimming - Tuesday PM</p> <p>Y6 Muay Thai sessions - Tuesday PM</p>	<p>Y5 Muay Thai sessions - Tuesday PM Swimming - Tuesday PM</p> <p>Y6 Muay Thai sessions - Tuesday PM</p>	<p>Y5 Muay Thai sessions - Tuesday PM Swimming - Tuesday PM</p> <p>Y6 Muay Thai sessions - Tuesday PM</p>
French	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>	<p>Y5</p> <p>Y6</p>
Forest school (Geography included within Our World Badge)	<p>Y5</p> <p>Y6 Fire & tools</p>	<p>Y5</p> <p>Y6 Fire & tools</p>	<p>Y5</p> <p>Y6 Fire & tools</p>	<p>Y5</p> <p>Y6 Fire & tools</p>	<p>Y5</p> <p>Y6 Fire & tools</p>	<p>Y5</p> <p>Y6 Fire & tools</p>

Y5/6 Planning Spring 2

	<p>Week 1 28.2..2022</p>	<p>Week 2 7.3.2022</p>	<p>Week 3 14.3.2022</p>	<p>Week 4 21.3.2022</p>	<p>Week 5 28.3.2022</p>	<p>Week 6 4.4.2022</p>
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Maths	Y5 Multiplication and Division 2 Y6 Algebra, ratio, measurement and converting.	Y5 Fractions Y6 Algebra, ratio, measurement and converting.	Y5 Fractions Y6 Algebra, ratio, measurement and converting.	Y5 Fractions Y6 Algebra, ratio, measurement and converting.	Y5 Fractions Y6 Algebra, ratio, measurement and converting.	Y5 Fractions Y6 Algebra, ratio, measurement and converting.
English Fact files Newspaper reports Letters	Y5 Natural disasters Mountains of ice and fire (volcanoes) 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. Identify the features of a non-chronological report used in the Use shared and modelled writing opportunities to use these features. Y6 Natural disasters - Volcanoes Fact files	Y5 Natural disasters - Mountains of ice and fire (Melting ice caps) 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. Y6 Natural disasters - Tsunamis Fact files	Y5 Natural disasters - Hurricanes Y6 Natural disasters - Hurricanes Fact files	Y5 Y6 Natural disasters - wildfires	Y5 Y6 Natural disasters - Earthquakes	Y5 Y6
History / Geography	Y5 Y6 - Volcanoes	Y5 Y6 - Tsunamis	Y5 Y6 Hurricanes	Y5 Y6 wildfires	Y5 Y6 Eartquakes	Y5 Y6
Music	Y5 Recorders Y6 Ukuleles	Y5 Recorders Y6 Ukuleles	Y5 Recorders Y6 Ukuleles	Y5 Recorders Y6 Ukuleles	Y5 Recorders Y6 Ukuleles	Y5 Recorders Y6 Ukuleles
Science	Y5 - Forces Explore contact forces. Explore pushes (wooden push rod) / pulls (sling) of objects around the classroom using a force meter. Model of balanced / unbalanced forces (two force arrows) Demo: 'balancing forks/nails/cans' Y6 - Living things and their habitats. -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.	Y5 - Forces What is a machine? Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Y6 - Living things and their habitats. -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.	Y5 - Forces Explore non contact forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Develop understanding of gravity as a force. Link to force model Demo: balancing balloon; make ping-pong ball float (hairdryer/ straw and cone); drop two different weight objects Y6 - Living things and their habitats. -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.	Y5 - Forces Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Y6 - Living things and their habitats. -give reasons for classifying plants and animals based on specific characteristics.	Y5 - Forces Y6 - Living things and their habitats. -give reasons for classifying plants and animals based on specific characteristics.	Y5 - Forces Y6 - Living things and their habitats. -give reasons for classifying plants and animals based on specific characteristics.
Computing Digital Workshop and Garage Band - date tbc	Y5 Y6 Handling data -can evaluate the quality of numerical data, deciding the extent to which it is affected by systematic or random errors. Analyse example data based on natural disasters and create documents to display data.	Y5 Y6 Handling data -can evaluate the quality of numerical data, deciding the extent to which it is affected by systematic or random errors. Analyse example data based on natural disasters and create documents to display data.	Y5 Y6 Handling data -can evaluate the quality of numerical data, deciding the extent to which it is affected by systematic or random errors. Analyse example data based on natural disasters and create documents to display data.	Y5 Y6 -should analyse their data, perhaps producing summary statistics, looking for relationships, trends and exceptions. -Gather and analyse data from our MOKI bands.	Y5 Y6 -should analyse their data, perhaps producing summary statistics, looking for relationships, trends and exceptions. -Gather and analyse data from our MOKI bands.	Y5 Y6 -should analyse their data, perhaps producing summary statistics, looking for relationships, trends and exceptions. Present and explain data.

