



2022-2023 Termly Plan – CYCLE B

Teachers: Mrs Rogers Term: 1 Class: Eagles - Year 5/6

Learning to live, living to learn Concept links		Autumn: Our Locality Our Christian School Vision, Get Heartsmart, Creativity, Democracy,							
Enrichment activities		Happy Hartlip Day, Outdoor Learning Day, Independent investigations, Competitive skills, Artistic self-expression.							
	Topic/ Theme	Subject concepts /foci	Step by step learning of knowledge and skills progressing towards end points:						END POINTS
			1	2	3	4	5	6	
English	Text type: Beating the Monster Story: The Wolves of Willoughby Chase	Focus: Characterisation development and Setting	Cold Task: independent write Fiction: The Wolves of Willoughby Chase Introduction, cover and blurb predictions and introduction to characters and setting.	Fiction: The Wolves of Willoughby Chase Characters profiles, development of characters, why and how? Feelings and emotions of characters and how the setting has changed and impact upon characters.	Fiction: The Wolves of Willoughby Chase What happens next? Using what we already know about characters and how we think the story will develop. Shared writing.	Fiction: The Wolves of Willoughby Chase Own planning for final independent write Using what we already know to complete our own predicted outcome. Model writing.	Own planning for final independent write Final independent write Why have we chosen our outcomes as we have for the story? How were our own endings impacted by what we already knew?	Final independent write Independent edit and improve to final write Share and listen to feedback from peers to edit and improve.	To know and identify how the author uses vocabulary and punctuation to engage the reader. To be able to write an alternative ending to a story using the same theme, setting and characterisation as the author by understanding key character developments and how they might respond to situations.
Maths	Place Value Number, Four Operations	Number	Year 5 Place Value Year 6 Place Value	Year 5 Place Value Year 6 Place Value	Year 5 Place Value Year 6 Four Operations	Year 5 Addition and Subtraction Year 6 Four Operations	Year 5 Addition and Subtraction Year 6 Four Operations	Year 5 Multiplication and Division Year 6 Four Operations	To know how to use a range of strategies and methods to solve problems and prove my understanding and findings. To be able to work systematically and recall prior knowledge and understanding to support in new learning.
R.E.	LQ: Creation and science: conflicting or complementary ?	Creation Fall	To identify the type of text that Psalm 8 is and consider its purpose.	Explain what Psalm 8 has to say about the idea of God as creator and the place of humans in Creation.	Make clear connections between Psalm 8 and some ways Christians respond to God as creator.	Show understanding of why some Christians find science and faith compatible.	Respond to the idea that humans have great responsibility for the Earth.	Weigh up how well humans are responding to this responsibility, considering religious and non-	

								religious viewpoints.	
Science	Properties and changes of Materials - comparing, dissolving	Materials	Materials and their properties and which work best for different products. Grouping and comparing.	Identifying which materials can take on changes and how/why these take place. To see if these can be reversed.	Material separation activities and investigations.	Material separation activities and investigations.	Which are the most useful materials to solve current issues we are experiencing today. Investigation.	Which are the most useful materials to solve current issues we are experiencing today. Investigation.	Progression, outcomes and vocabulary are detailed on Science Information Sheet.
*Geography	Local: Rural and Urban Areas Comparisons in the South East - Hartlip and London comparisons. Land use in Hartlip	Real World engagement.	Exploring and researching our local area, amenities, land use, size and industry.	Writing up and displaying our findings of our local area.	Exploring and researching the area of London amenities, land use, size and industry.	Writing up and displaying our findings of the area of London.	Planning, collating and writing up comparative findings.	Presenting findings, research and comparative write ups to peers.	Progression, outcomes and vocabulary are detailed on Geography Information Sheet.
*Art	Drawing and Painting: Banksy and Street Art around Kent	Banksy and Street Art around Kent.	What do we think of Banksy's art? What you we think others can get out of Banksy's art?	Who is Banksy?	What other forms of street art have we seen? What is the same and different between artists, known or unknown?	Designing and annotating own street art. Techniques, media and effects.	Street art creation of own design.	Street art creation of own design.	Progression, outcomes and vocabulary are detailed on Art/Design Information Sheet.
R.H.E.	Heartsmart: GET HEARTSMART	Focus: Body language to feel powerful Soft but strong hearts Keeping secrets Marriage Healthy meals Stranger danger	Get HeartSmart	Powerful Poses	Stone Trainers	Secret Scenarios	Tying the Knott	Healthy Food. Healthy Heart. Reflection.	I will be able to have a greater understanding of myself and others emotions and actions and how my own and others emotions and actions impact upon others.
Music	Harvest Samba Samba unit Instruments and rhythms from Brazil	Singing in two parts Rhythm patterns Call and response patterns	Learn about Brazilian carnival, samba and Sérgio Mendes. Learn the Fanfarra (Cabua-le-le) call-andresponse by ear, using word rhythms. Transfer to	Feel the beat and move in time with the music. Understand that this music has four counts to each bar. Play instruments while moving	Learn patterns using vocal beat box style patterns. Learn how to play range of samba instruments	Rehearse Harvest Samba in two parts and perform Perform in harvest celebration Add samba instrument	Perform call and response patterns, Compose own call and response patterns and listen and appraise	Perform class piece with samba instruments.	I can and will be able to: -play in an ensemble with accuracy and control. -Understand that in Brazil, samba supports communities to be successful. Compose complex rhythms. -play and know about samba band instruments - know samba composers

			instruments						
P.E.	Competitive Games	Tri Golf	Control the direction of the ball	Control the distance of the ball on the flat	Control the distance of the ball in the air	Control the distance and height of the ball	Work together as a team, measure out and build a challenge	To demonstrate secure knowledge, skills and independence in Tri Golf	I can enhance balance, accuracy and skill to improve my participation in competitive games.
Computing	Using a computer - software - presentations using PowerPoint, videos, word etc		Using word effectively. Presentation, format and edits.	Spreadsheets. Using columns and rows to display and insert data.	Spreadsheets. Using formula for calculations.	Display data in a range of ways using data already inserted.	PowerPoint presentations to present information	PowerPoint presentations to present information	Progression, outcomes and vocabulary are detailed on Computing Information Sheet.
Languages	All around us	Church, School, Road, Park, Playground, field, Houses, Farms Kent, Sittingbourne, Hartlip,	Using French words to describe and explain settings that are familiar to us.	Using French words to describe and explain settings that are familiar to us.	Using French words to describe and explain settings that are familiar to us.	Using French words to describe and explain settings that are familiar to us.	Using French words to describe and explain settings that are familiar to us.	Using French words to describe and explain settings that are familiar to us.	I will be able to pronounce, learn and recall words about settings that are familiar to me.