



## Medium Term Planning - Autumn Term 1

National Curriculum Links Learn more, know more, remember more	History	Music	Geography	Computing	Art	P.E	R.E	Science	D.T
	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Listen with attention to detail and recall sounds with increasing aural memory	Understand geographical similarities and differences through the study of human and physical geography of a region of a country in a European country,	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	take part in outdoor and adventurous activity challenges both individually and within a team  Take part in athletic activities	U2.1 Why do some people believe God exists?  Study the beliefs, festivals and celebrations of Christianity	Earth and Space  Look at the movement of the Earth and the Moon  Explain day and night  Working Scientifically.	<b>Design:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria  <b>Make:</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate:</b> Evaluate their ideas and products against design criteria
Lesson 1	Who were the Ancient Greeks? Consider timeline and relevant geography	Classification of Instruments. To identify the different instruments in the string family and understand how they produce and amplify sound.	Identify the geographical area associated with the Ancient Greek civilisation.	Coding Efficiently	What is a self-portrait? Study various examples.	Rugby  Running sprints and endurance.	How many people believe in God?	To be able to describe the movement of the Earth and planets, relative to the Sun in the solar system	What is a Weather station? What does it measure?  Research

Lesson 2	Knowledge and Skills								
	<p><b>Emerging:</b> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> </ul> <p><b>Expected:</b> Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><b>Exceeding:</b> Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p><b>Emerging:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> <p><b>Expected:</b> Sing or play from memory with confidence.</p> <p><b>Exceeding:</b> Thoughtfully select elements for a piece in order to gain a defined effect</p>	<p><b>Emerging:</b> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Expected:</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation</li> <li>belts, rivers, mountains, volcanoes and earthquakes</li> <li>and the water cycle.</li> <li>human geography, including: settlements, land use, economic activity</li> <li>including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p><b>Exceeding:</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p><b>Emerging:</b> Children can use simplified code to make their programming more efficient.</p> <p><b>Expected:</b> Children can use variables in their code</p> <p><b>Exceeding:</b> Children can create a simple playable game</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Compete with others and keep track of personal best performances, setting targets for improvement</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Throw accurately and refine performance by analysing technique and body shape</p>	<p><b>Emerging:</b> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</p> <p>Give two reasons why a Christian believes in God and one why an atheist does not.</p> <p><b>Expected:</b> Present different views on why people believe in God or not, including their own ideas</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>	<p>Create innovative designs that improve upon existing products.</p>
	Daily Life in Ancient Greece. Clothing, Food and Housing.	Identify different instruments in the brass family	Begin research and collating data on this region considering changes over time.	Stimulating a physical system	Be introduced to, and attempt, techniques in which you can accurately draw eyes. Consider the materials used.	Rugby  Running sprints and endurance.	Is God real? What do Christians think?	To be able to describe the Sun, Earth and Moon as approximately spherical bodies	Begin design, consider suitable materials and ways to take measurements

Lesson 3	Knowledge and Skills								
	<p><b>Emerging:</b> Use sources of evidence to deduce information about the past.</p> <p><b>Expected:</b> Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><b>Exceeding:</b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p><b>Emerging:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> <p><b>Expected:</b> Sing or play from memory with confidence.</p> <p><b>Exceeding:</b> Thoughtfully select elements for a piece in order to gain a defined effect.</p>	<p><b>Emerging:</b> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Expected:</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p><b>Exceeding:</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p><b>Emerging:</b> Children can plan an algorithm modelling the sequence of traffic lights.</p> <p><b>Expected:</b> Children can select the right images to reflect the simulation they are making</p> <p><b>Exceeding:</b> Children can use their plan to program the simulation to work in 2Code</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Compete with others and keep track of personal best performances, setting targets for improvement</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Throw accurately and refine performance by analysing technique and body shape</p>	<p><b>Emerging:</b> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</p> <p>Give two reasons why a Christian believes in God and one why an atheist does not.</p> <p><b>Expected:</b> Present different views on why people believe in God or not, including their own ideas</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Express thoughtful ideas about the impact of believing in, or not believing in God on someone's life.</p>	<p>• Describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p>
	Daily life continued. Occupations, Worship and Governance.	Identify different instruments in the percussion family	Research continued	Decomposition and Abstraction	Be introduced to, and attempt, techniques in which you can accurately draw the mouth and nose	Rugby  Running sprints and endurance.	Why do people believe/not believe in God?	To be able to describe the movement of the Moon relative to the Earth	Finalise design and produce detailed plan for construction

Knowledge and Skills	<p><b>Emerging:</b> Use sources of evidence to deduce information about the past.</p> <p><b>Expected:</b> Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><b>Exceeding:</b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p><b>Emerging:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li><li>• cultural context.</li></ul> <p><b>Expected:</b> Sing or play from memory with confidence.</p> <p><b>Exceeding:</b> Thoughtfully select elements for a piece in order to gain a defined effect</p>	<p><b>Emerging:</b> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Expected:</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"><li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li><li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li></ul> <p><b>Exceeding:</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p><b>Expected:</b> Children can make good attempts to break down their tasks in to smaller achievable steps</p> <p><b>Exceeding:</b> Children recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Compete with others and keep track of personal best performances, setting targets for improvement</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Throw accurately and refine performance by analysing technique and body shape</p>	<p>Emerging: Give two reasons why a Christian believes in God and one why an atheist does not.</p> <p>Expected: Outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>Give examples of ways in which believing in God is valuable in the likes of Christians, and way it can be challenging.</p>	<p>• Describe the movement of the Moon relative to the Earth.</p> <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p>
	<p>Lesson 4</p> <p>Looking at prominent Ancient Greek figures, inventions and their influence on the western world.</p> <p>Research Project</p>	<p>To compose a piece of music to be performed on self-made instruments.</p>	<p>Research continues</p>	<p>Friction and Functions</p>	<p>Be introduced to, and attempt, techniques in which you can accurately draw hair and shading</p>	<p>Rugby</p> <p>Running sprints and endurance.</p>	<p>What do Christians believe about the way the world began? Do they all share the same idea?</p>	<p>To be able to use the idea of the Earths rotation to explain day and night and the apparent movement of the Sun across the sky</p>

Lesson 5	Knowledge and Skills								
	<p><b>Emerging:</b> Use sources of evidence to deduce information about the past.</p> <p><b>Expected:</b> Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><b>Exceeding:</b> Use original ways to present information and ideas.</p>	<p><b>Emerging:</b> Create rhythmic patterns with an awareness of timbre and duration</p> <p><b>Expected:</b> Perform solos or as part of an ensemble.</p> <p><b>Exceeding:</b> Thoughtfully select elements for a piece in order to gain a defined effect.</p>	<p><b>Emerging:</b> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Expected:</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p><b>Exceeding:</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p><b>Expected:</b> Children can create a program which represents a physical system</p> <p><b>Exceeding:</b> Children can create and use functions in their code top make their programming more efficient.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Compete with others and keep track of personal best performances, setting targets for improvement</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Throw accurately and refine performance by analysing technique and body shape</p>	<p><b>Emerging:</b> Give two reasons why a Christian believes in God and one why an atheist does not.</p> <p><b>Expected:</b> Give examples of ways in which believing in God is valuable in the likes of Christians, and way it can be challenging</p> <p><b>Exceeding:</b> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret text differently</p>	<p>• 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>Make products through stages of prototypes, making continual refinements.</p>
	Research Project Continued	Collaborate with others to produce a piece that contains more than one instrument.	Consider how findings can be presented.	Introducing strings	Begin sketching full portrait	Rugby  Running sprints and endurance.	Is God real? What do some people believe God Exists?	To be able to plan a scientific enquiry to answer a question	Complete build of weather station.

Lesson 6	Knowledge and Skills								
	<p><b>Emerging:</b> Use sources of evidence to deduce information about the past.</p> <p><b>Expected:</b> Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><b>Exceeding:</b> Use original ways to present information and ideas</p>	<p><b>Emerging:</b> Create rhythmic patterns with an awareness of timbre and duration</p> <p><b>Expected:</b> Perform solos or as part of an ensemble.</p> <p><b>Exceeding:</b> Thoughtfully select elements for a piece in order to gain a defined effect.</p>	<p><b>Emerging:</b> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Expected:</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p><b>Exceeding:</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p><b>Emerging:</b> Children can create and use strings in programming</p> <p><b>Expected:</b> Children can set/change variable values appropriately</p> <p><b>Exceeding:</b> Children know some ways that text variables can be used in coding</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Compete with others and keep track of personal best performances, setting targets for improvement</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Throw accurately and refine performance by analysing technique and body shape</p>	<p><b>Emerging:</b> Give two reasons why a Christian believes in God and one why an atheist does not.</p> <p><b>Expected:</b> Present different views on why people believe in God or not, including their own ideas</p> <p><b>Exceeding:</b> Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples</p>	<p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions</p>	<p>Make products through stages of prototypes, making continual refinements.</p>
	Looking at examples of Ancient Greek Art and Literature.	Using accurate aural skills to identify instruments in a variety of pieces.  Performance of previously composed pieces.	Present findings back to the class.	Text variables and Concatenation	Complete final piece	Rugby  Running sprints and endurance.	Why do some people believe God doesn't exist?	To be able to report a presentation of an explanation	Test design, take and record measurements

Knowledge and Skills	<p><b>Emerging:</b> Use original ways to present information and ideas.</p> <p><b>Expected:</b> Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><b>Exceeding:</b> Use sources of evidence to deduce information about the past.</p>	<p><b>Emerging:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul>	<p><b>Emerging:</b> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Expected:</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p><b>Exceeding:</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p><b>Expected:</b> Children can create a string and use it their coding.</p> <p><b>Exceeding:</b> Children can use strings to produce a range of outputs in their program,</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Compete with others and keep track of personal best performances, setting targets for improvement</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Throw accurately and refine performance by analysing technique and body shape</p>	<p><b>Emerging:</b> Give two reasons why a Christian believes in God and one why an atheist does not.</p> <p><b>Expected:</b> Present different views on why people believe in God or not, including their own ideas</p> <p><b>Exceeding:</b> Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples</p>	<p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions</p> <p>Present findings in written form, displays and other presentations.</p>	<p>Ensure products have a high quality finish, using art skills where appropriate.</p>
National Curriculum Links Learn more, know more, remember more	<p><b>French</b></p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Look at the culture of the country the language is spoken</p>	<p><b>PHSE/Jigsaw</b></p> <p>The whole school Learning Charter is the puzzle outcome of this puzzle.</p>							

Lesson 1	<b>Les Instruments</b>  <b>Introduction of new topic.</b>	<b>Year 5</b> My Year Ahead  <b>Year 6</b> My Year Ahead							
Knowledge and Skills	Show confidence in reading aloud, and in using reference materials.  Use dictionaries or glossaries to check words.  Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.	<b>Year 5</b> <b>My Year Ahead</b> I can face new challenges positively and know how to set personal goals  I know what I value most about my school and can identify my hopes for this school year.  <b>Year 6</b> I can identify my goals for this year, understand my fears and worries about the future and know how to express them  I feel welcome and values and know how to make others feel the same.							
Lesson 2	<b>Les Instruments 2</b>	<b>Year 5</b> Being a Citizen of My Country  <b>Year 6</b> Being a Global Citizen 1							



Knowledge and Skills	<p>Show confidence in reading aloud, and in using reference materials.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p>	<p><b>Year 5</b> I understand my rights and responsibilities as citizen of my country.</p> <p>I can empathise with people in this whose lives are different to my own</p> <p><b>Year 6</b> I know there are universal rights for all children but for many children these rights are not met.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p>							
Lesson 3	Revision and Les Instruments 3	<p><b>Year 5</b> Responsibilities</p> <p><b>Year 6</b> Being a Global Citizen 2</p>							
Knowledge and Skills	<p>Show confidence in reading aloud, and in using reference materials.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p>	<p><b>Year 5</b> I understand my rights and responsibilities as a citizen of my country and as a member of school</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p><b>Year 6</b> I understand that my actions affect other people locally and globally</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p>							
Lesson 4	Les Instruments 4	<p><b>Year 5</b> Rewards and Consequences</p> <p><b>Year 6</b> The Learning Charter</p>							

Knowledge and Skills	<p>Show confidence in reading aloud, and in using reference materials.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p>	<p><b>Year 5</b> I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others</p> <p><b>Year 6</b> I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how these relate to my rights and responsibilities.</p>							
Lesson 5	Les Instruments 5	<p><b>Year 5</b> Our Learning Charter</p> <p><b>Year 6</b> Our Learning Charter</p>							
Knowledge and Skills	<p>Show confidence in reading aloud, and in using reference materials.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p>	<p><b>Year 5</b> I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p><b>Year 6</b> I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole</p>							
Lesson 6	Les Instruments 6	<p><b>Year 5</b> Owning Our Charter</p> <p><b>Year 6</b> Owning Our Charter</p>							

Knowledge and Skills	Show confidence in reading aloud, and in using reference materials.  Use dictionaries or glossaries to check words.  Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken	<b>Year 5</b> I understand how democracy and having a voice benefits the school community.  I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself							
		<b>Year 6</b> I understand how democracy and having a voice benefits the school community.  I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself							