



Class 3 Medium Term Planning – Spring Term 2019-20

Britain – Then and Now.

	History	Music	SEAL	Computing	Art/D.T.	P.E.	R.E	Science	Geography
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain’s settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p><i>The overall focus here is understanding the timeline and key elements of each different period to ensure depth of understanding of British history.</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 	<p>Pupils should be taught about:</p> <p>‘Say No to bullying’ (1st half)</p> <p>‘Good to be Me’ (2nd Half)</p>	<p>Spring 1: Year 5 Unit 5.2 Online Safety Unit 6.2 Online Safety</p> <p>Spring 2: Unit 5.4 Databases – for all year groups to ensure link to previous learning</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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] - about great artists, architects and designers in history. 	<p>Pupils should be taught to:</p>	<p>NY syllabus UKS2 - U2.3 What do religions say to us when life gets hard?</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. - describe the changes as humans develop to old age. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><i>Direct links to the history coverage so may overlap at points</i></p>
	<p>Session 1</p>	<p>Create a British History Timeline – Understand the different key periods and their succession</p>	<p>Exploration of different music styles from linked to different periods in British history – pupils to add to the initial selection they are given.</p>	<p>I can tell you what bullying is.</p>	<ul style="list-style-type: none"> • I think critically about the information that I share online both about myself and others. • I know who to tell if I am upset by something that happens online. • I can use the SMART rules as a source of guidance when online. 	<p>Research art styles from designated periods of British history</p>	<p>Netball</p>	<p>What questions have you got about what happens when we die?</p>	<p>Looking at the life cycle of a mammal</p>



	History	Music	SEAL	Computing	Art/D	P.E.	R.E	Science	Geography
Knowledge and Skills	<p>Understand chronology</p> <p>Emerging: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Expected: Use dates and terms accurately in describing events.</p> <p>Exceeding: Make comparisons between different periods of time.</p>	<p>Describe music</p> <ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. <p><i>All relevant – differentiation through areas covered.</i></p>	<p>Push themselves.</p> <ul style="list-style-type: none"> Listen to others who encourage and help, thanking them for their advice. Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook. <p>-Show an understanding of different relationships and their positive and negative impact</p>	<p>Connect</p> <p>Expected: Collaborate with others online on sites approved and moderated by teachers.</p> <ul style="list-style-type: none"> Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. <p>Exceeding: Understand the effect of online comments and show responsibility and sensitivity when online</p>	<p>Take inspiration from the greats</p> <p>Expected: Give details (including own sketches) about how the style of some notable artists, artisans and designers</p> <p>Exceeding: Show how the work of those studied was influential in both societies and to other artists</p>	<p>Emerging: Uphold the spirit of fair play</p> <p>Expected: Choose the most appropriate tactics in a game and uphold them</p>	<p>Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Expected: Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Exceeding: Explain what difference belief in judgement/heaven/karma/Reincarnation might make to how someone lives, giving examples (B1).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>	<p>Emerging: Understanding animals and humans</p> <p>Expected: Identify that animals, including humans, need the right types and amounts of nutrients, that they cannot make their own food and the get nutrition from what they eat.</p> <p>Exceeding: To be able to discuss the differences between the seven processes of living things –making comparison.</p>	<p>Investigate places</p> <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
Session 2	Develop a timeline of British history and add key details – Deepen the understanding of the different key periods and their succession	Session 1 continued	I know how to resolve challenging situations	Children select keywords and search techniques to find relevant information and increase reliability	Session 1 continued	Netball	Do some people believe that you come back to life as a different thing? What is reincarnation?	Teeth investigation	How has the British Isles changed and developed over time



	History	Music	SEAL	Computing	Art/D	P.E.	R.E	Science	Geography
Knowledge and skills.	<p>Investigate and interpret the past</p> <p>Emerging: Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Expected: Refine lines of enquiry as appropriate</p> <p>Exceeding: make connections and comparisons between key periods of British history</p>		<p>Push themselves</p> <ul style="list-style-type: none"> Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. Push oneself in areas that are not so enjoyable. Listen to others who encourage and help, thanking them for their advice. Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook. 	<p>Communicate</p> <p>Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p>		<p>Emerging: Uphold the spirit of fair play</p> <p>Expected:</p> <p>Choose the most appropriate tactics in a game and uphold them</p>	<p>Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life (B1).</p> <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Expected: Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Exceeding: Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p>	<p>Expected: Identify the different types of teeth in humans and their simple functions</p> <p>Exceeding: Identify the different types of teeth in humans, explain their functions and begin to draw comparisons with other living creatures.</p>	<p>Investigate places</p> <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
Session 3	Choose two different times that have been covered and make connections and comparisons	Create their own original composition using their research as the basis, applying what they have learnt.	I can know how to work as part of a team	Learn how to search for information in a database.	Recreate a piece of artwork replicating a style that they have researched	Netball	Do you get to heaven if you do things wrong?	Exploration of different teeth in different creatures	Session 3 continued
Knowledge and Skills	<p>Investigate and interpret the past</p> <p>Emerging: Use sources of evidence to deduce information about the past.</p> <p>Expected: Select suitable sources of evidence, giving reasons for choices</p> <p>Exceeding: Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>Compose</p> <p>Emerging: Create songs with verses and a chorus.</p> <p>Expected: Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Expected: Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Exceeding: Thoughtfully select elements for a piece in order to gain a defined effect.</p>	<p>Understand others</p> <ul style="list-style-type: none"> Listen first to others before trying to be understood. Change behaviours to suit different situations. Describe and understand others' points of view 	<p>Collect</p> <p>Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner</p>	<p>Master techniques</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>	<p>Emerging: Uphold the spirit of fair play</p> <p>Expected:</p> <p>Choose the most appropriate tactics in a game and uphold them</p>	<p>Emerging: Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Expected: Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Exceeding: Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p>	<p>Expected: As above but with 'exceeding' criteria expected - Identify the different types of teeth in humans and their simple functions</p> <p>Exceeding: To be able to explain and evidence ideas.</p>	<p>Investigate places</p> <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
Session 4	Session 3 continued	Session 3 continued	Create games/opportunities that can be used in school to foster positive relationships	To contribute to a class database.	Session 3 continued	Netball	What do Christians think happens when we die?	Reproduction in plants	How has our local area developed over time



	History	Music	SEAL	Computing	Art/D	P.E.	R.E	Science	Geography
Knowledge and skills			<p>Try new things</p> <ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. 	<p>Collect</p> <p>Expected: Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner</p>		<p>Emerging: Uphold the spirit of fair play</p> <p>Expected: Choose the most appropriate tactics in a game and uphold them</p>	<p>Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Expected: Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Exceeding: Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1)</p>	<p>Investigate living things Expected: Describe the life process of reproduction in some plants</p> <p>Exceeding: To be able to compare the life process of reproduction in some plants and make comparisons with other living things</p>	<p>Communicate geographically</p> <p>To be able to discuss links between</p> <ul style="list-style-type: none"> • human geography including settlements, land use and economic activity <p>Extension: to be able to compare and ask questions about the impact of different geographical elements</p>
Session 5	Plan the information text	Session 4 continued	Session 4 continued	To create a database around a chosen topic.	Session 3 continued	Swimming	What do people who don't believe in God think happens when we die?	How does water travel through a plant	Session 5 continued
Knowledge and Skills	As above	<p>Perform</p> <p>Emerging: Sing or play from memory with confidence.</p> <p>Expected: Perform solos or as part of an ensemble.</p> <p>Exceeding: Sing or play expressively and in tune.</p>		<p>Collect</p> <p>Expected: to be able to use the skills to develop their own database</p> <p>Exceeding: to be able to select relevant information and explain impact on their database</p>		<p>Use breast stroke, front crawls and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of breathing</p> <p>Swim fluently with controlled strokes</p>	<p>Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Expected: Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Exceeding: Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p>	<p>Understanding Plants Emerging: Investigating the way in which water is transported within plants.</p> <p>Expected: Explain the way in which water is transported within plants – using evidence.</p>	<p>Communicate geographically</p> <p>To be able to discuss links between</p> <ul style="list-style-type: none"> • human geography including settlements, land use and economic activity <p>Extension: to be able to compare and ask questions about the impact of different geographical elements</p>
Session 6	Create an information text – Purpose/ focus – Leaflet to advertise the history of the	Session 5 continued		Session 5 continued	TBC	Swimming	What different ideas are there about what happens when we die? What do I think?		Write up



	History	Music	SEAL	Computing	Art/D	P.E.	R.E	Science	Geography
	British Isles to attract tourists.								
Knowledge and Skills	<p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • Legacy. 			<p>Collect</p> <p>Expected: Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner</p> <p>Exceeding: Select appropriate application to devise, construct and manipulate data and present it in an effective and professional manner and utilise the skill independently to a different area of their learning</p>		<p>Use breast stroke, front crawls and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of breathing</p> <p>Swim fluently with controlled strokes</p>	<p>Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Expected: Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Exceeding: Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>		As above