



Class 3 Medium Term Planning – Summer Term 2020-2021

Uganda

	History	Geography	Jigsaw	Computing	Art/D.T.	P.E.	R.E	Science	Music
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses - the changing power of monarchs using case studies such as John, Anne and Victoria <p><i>This is linked in to current affairs and the passing of Prince Philip.</i></p>	<p>Pupils should be taught about:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> - 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p><i>Check roll out Jigsaw to all staff</i></p> <p>Jigsaw – Relationships</p> <p>Puzzle outcome:</p> <p>Help me fit together the six pieces of learning about Relationships to create ‘Our Relationship Fiesta’</p>	<p>Summer 1: Unit 6.5 – Text Adventures</p> <p>Programs – 2Code, 2Connect</p> <p>Alongside eSafety: 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. <p>Recap and consolidation session to ensure full coverage</p>	<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] <p>As part of the research they will learn about:</p> <ul style="list-style-type: none"> - about great artists, architects and designers in history. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - take part in outdoor and adventurous activity challenges both individually and within a team 	<p>NY syllabus UKS2 U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p><i>Covered remotely during Lockdown – revisiting to ensure that all pupils have accessed this learning and can evidence retention.</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



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Global Neighbours		<p>Exploring similarities and differences between their lives and the lives of people in various communities around the world.</p> <p>Identifying some ways in which their lives are connected with the lives of people in places across the globe.</p> <p>Encountering relevant voices and stories that aid understanding of poverty and injustice</p>	<p>Learn the importance of considering, valuing and treating all people with dignity and respect.</p> <p>Explain how their lives are connected with people and places across the globe and the effects of local actions and on the wider world.</p>				<p>Reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers with regard to injustice</p> <p>Contribute to the planning of collective worship surrounding global issues</p>		Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice. (Uganda Musician)
Session 1	Research into the historical time line of the monarchy	Research into Uganda – link to previous learning	<p>Year 5 – Recognising Me</p> <p>Year 6 - What is Mental Health?</p>	To find out what a text adventure is. To plan a story adventure.	Research different art styles and emulate their techniques	Rounders	<p>What makes a place special?</p> <p>What is a sacred place?</p> <p>Are all places sacred?</p> <p>What is the value of a sacred place?</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth Millions of years ago.</p> <p>To be able to identify scientific evidence that has been used to support or refute ideas or arguments</p>	Introduce the African song that they will perform



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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>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. 	<p>Weekly Celebration (All): I know how to make friends</p> <p>PSHE (Year 5): I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>PSHE (Year 6): I know that it is important to take care of my mental health</p> <p>S/E development (Year 5): I know how to keep building my own self-esteem</p> <p>S/E development (Year 6): I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p>	<p>Pupils understand:</p> <p>Emerging: Pupils can describe what a text adventure is.</p> <p>Expected: Pupils can map out a story-based text adventure.</p> <p>Pupils can use 2Connect to record their ideas.</p> <p>Exceeding: Pupils can turn a simple story with 2 or 3 levels of decision making into a logical design.</p>	<p>Master techniques</p> <p>Emerging: Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <p>Expected: Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> Use brush techniques and the qualities of paint to create texture. <p>Exceeding: Develop a personal style of painting, drawing upon ideas from other artist</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging: Respond with ideas of their own to the title question (B2).</p> <p>Expected: Describe and make connections between examples of religious creativity (buildings) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Exceeding: Examine the title question from different perspectives, including their own (C1).</p>	<p>Understand evolution and inheritance</p> <p>Expected: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Exceeding: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</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 <ul style="list-style-type: none"> cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.
Session 2	Research into the historical time line of the monarchy - continued	Write up the information from the previous session	Year 5 - Safety with Online Communities Year 6 - My Mental Health	To make a story-based adventure.	Session 1 continued	Rounders	How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?	To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Analyse the different musical features – understand the key vocabulary



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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>Investigate places</p> <ul style="list-style-type: none"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 	<p>Weekly Celebration: Try to solve friendship problems when they occur</p> <p>PSHE (Year 5): I understand that belonging to an online community can have positive and negative consequences</p> <p>PSHE (Year 6): I know how to take care of my mental health</p> <p>S/E development (Year 5): I can recognise when an online community feels unsafe or uncomfortable</p> <p>S/E development (Year 6): I can help myself and others when worried about a mental health problem</p>	<p>Emerging: Pupils can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan.</p> <p>Expected: Pupils can split their adventure-game design into appropriate sections to facilitate creating it.</p>	<p>Master techniques</p> <p>Emerging: Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Expected: Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.</p> <p>Exceeding: Develop a personal style of painting, drawing upon ideas from other artist</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging: Respond with ideas of their own to the title question (B2).</p> <p>Expected: Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings (B3).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Exceeding: Examine the title question from different perspectives, including their own (C1).</p>	<p>Expected: Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</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. Describe how lyrics often reflect the cultural context of music and have social meaning.
Session 3	Research the political changes through British history	Present information	<p>Year 5: Being in an Online Community</p> <p>Year 6: Love and Loss</p>	Session 2 - continued	Session 1 continued	Rounders	<p><i>How do mosque buildings express Islamic beliefs and values?</i></p> <p><i>What makes a fine mosque?</i></p>	To be able to identify how animals are adapted to suit their environments in different ways and adaptation may lead to evolution	Learn the song in preparation to perform
Knowledge and Skills	<p>Investigate and interpret the past</p> <p>Emerging: Use sources of evidence to deduce information about the past.</p>	<ul style="list-style-type: none"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the 	<p>Weekly Celebration (All):</p>	Session 2 - continued	<p>Master techniques</p> <p>Emerging: Sketch (lightly) before painting to combine line and colour. • Create a colour</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically 	<p>Emerging: Respond with ideas of their own to the title question (B2).</p> <p>Expected: Describe and make connections between examples of religious creativity (buildings and art) (A1).</p>	<p>Expected: Identify how animals and plants are suited to and adapt to their environment in different ways.</p> <p>Exceeding: Identify how animals and plants are adapted to suit their</p>	<p>Perform:</p> <ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble.



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	<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>results in a range of ways.</p> <ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 	<p>Help others to feel part of a group</p> <p>PSHE (Year 5):</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>PSHE (Year 6):</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>S/E development (Year 5): I can recognise when an online community is helpful or unhelpful to me</p> <p>S/E development (Year 6): I can recognise when I am feeling those emotions and have strategies to manage them</p>		<p>palette based upon colours observed in the natural or built world.</p> <ul style="list-style-type: none"> Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <p>Expected: Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> Use brush techniques and the qualities of paint to create texture. <p>Exceeding: Develop a personal style of painting, drawing upon ideas from other artist</p>	<p>by anticipating the direction of play.</p> <ul style="list-style-type: none"> Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Show understanding of the value of sacred buildings (B3).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Exceeding: Examine the title question from different perspectives, including their own (C1).</p>	<p>environments in different was and that adaptation may lead to evolution.</p>	<ul style="list-style-type: none"> Sing or play expressively and in tune.
Session 4	Research the political changes through British history	Investigate the human geography of Uganda (see below)	Year 5 - Online Gaming Year 6 - Power and Control	To introduce map-based text adventures	Create a piece of artwork that links what they have learnt in previous sessions with their own ideas and stylistic choices	Rounders	Muslim calligraphy, painting and poetry: what is inspiring?	To be able to plan an enquiry that will answer a question	Learn the song in preparation to perform
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</p>	<p>Communicate geographically</p> <ul style="list-style-type: none"> human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, 	<p>Weekly Celebration (All): Show respect in how they treat others</p> <p>PSHE (Year 5):</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>PSHE (Year 6):</p> <p>I can recognise when people are trying to gain power or control</p>	<p>Emerging: Pupils can map out an existing text adventure.</p> <p>Expected: Pupils can contrast a map-based game with a sequential story-based game.</p> <p>Exceeding: Pupils can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect</p>	<p>Collage:</p> <p>Expected: Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <p>Exceeding: Mix textures (rough</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. 	<p>Emerging: Respond with ideas of their own to the title question (B2).</p> <p>Expected: Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Exceeding: Examine the title question from different perspectives, including their own (C1).</p>	<p>Work scientifically</p> <p>Expected:</p> <ul style="list-style-type: none"> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Sing a harmony part confidently and accurately.



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	order to justify claims about the past.	<p>symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>S/E Development (Year 5): I can recognise when an online game is becoming unhelpful or unsafe</p> <p>S/E Development (Year 6): I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	items in a certain order to complete the game.	and smooth, plain and patterned). • Combine visual and tactile qualities.	<ul style="list-style-type: none"> • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 		<ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. <p>Exceeding:</p> <ul style="list-style-type: none"> • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	• Sustain a drone or a melodic ostinato to accompany singing.
Session 5	Draft the text	Collate information and create along with written narratives	<p>Year 5 - My Relationship with Technology: screen time</p> <p>Year 6 - Being Online: Real or Fake? Safe or Unsafe?</p>	To code a map-based text adventure.	Session 4 continued	Rounders	<p><i>How do Christians use art in worship and in remembering Jesus?</i></p> <p><i>What do you admire about some works of art?</i></p>	To be able to identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution - camouflage	Perform compositions



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Knowledge and Skills	As above	<p>Communicate geographically</p> <ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>Weekly Celebration (All): Know how to help themselves and others when they feel upset or hurt</p> <p>PSHE (Year 5): I can recognise when I am spending too much time using devices (screen time)</p> <p>PSHE (Year 6): I can judge whether something online is safe and helpful for me</p> <p>S/E development (Year 5): I can identify things I can do to reduce screen time, so my health isn't affected S/E development (Year 6): I can resist pressure to do something online that might hurt myself or others</p>	<p>Emerging: Pupils can create their own text-based adventure based upon a map.</p> <p>Expected: Pupils can use coding concepts of functions, two way selection (if/else statements) and repetition in conjunction with one another to code their game.</p> <p>Exceeding: Pupils make logical attempts to debug their code when it does not work correctly</p>	<p>Collage:</p> <p>Expected: Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Exceeding: Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. 	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>Emerging: Respond with ideas of their own to the title question (B2).</p> <p>Expected: Describe and make connections between examples of religious art (A1).</p> <p>Show understanding of the value of art (B3).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Exceeding: Examine the title question from different perspectives, including their own (C1).</p>	<p>Expected: Identify how animals and plants are suited to their environment in different ways.</p> <p>Exceeding: Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.</p>	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing.
Session 6	Create an information text – Purpose/ focus – report with all information collated	Continue to gather information and then write up	Year 5 - Relationships and Technology Year 6 - Using Technology Responsibly	Session 5 continued	Session 4 continued	Rounders	<i>Can a Christian place of worship be a building for the 'glory of God'? What does this mean?</i>	What must all living things be able to do in order to survive	As above
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. 	As above	<p>Weekly Celebration (All): Know and show what makes a good relationship</p> <p>PSHE (Year 5): I can explain how to stay safe when using technology to communicate with my friends</p> <p>PSHE (Year 6): I can use technology positively and safely to communicate with my friends and family</p>		<p>Collage:</p> <p>Expected: Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. 	<p>Emerging: Respond with ideas of their own to the title question (B2).</p> <p>Find out about religious teachings, charities and ways of expressing generosity (C3).</p> <p>Expected: Describe and make connections between examples of religious creativity (buildings and art) (A1).</p>	<p>Expected: Identify how animals and plants are suited to their environment in different ways.</p> <p>Exceeding: Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.</p>	As above



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			<p>S/E development (Year 5): I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p> <p>S/E development (Year 6): I can take responsibility for my own safety and well-being</p>		<p>Exceeding: Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none">• Combine visual and tactile qualities.	<ul style="list-style-type: none">• Choose the most appropriate tactics for a game.• Uphold the spirit of fair play and respect in all competitive situations.• Lead others when called upon and act as a good role model within a team.	<p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Exceeding: Examine the title question from different perspectives, including their own (C1).</p>		