



Class 3 Medium Term Planning – Summer Term 2020-2021

Global Neighbours

	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 about:</p> <p>- a significant point in British history, for example, the first railways or the Battle of Britain</p> <p><i>Linked to topic – The British Empire</i></p>	<p>Pupils should be taught about:</p> <p><b>Human and physical geography</b></p> <p>- Describe and understand key aspects of:</p> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- 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>	<p>Jigsaw – Celebrating Difference</p> <p><b>Puzzle outcome:</b></p> <p>Help me fit together the six pieces of learning about Celebrating Differences</p>	<p>Unit 6.7 - Quizzing</p> <p><b>Alongside eSafety: Pupils should be taught to:</b></p> <p>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Pupils should be taught to:</p> <p><b>Design:</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><b>Make:</b> Select from and use wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing accurately</p> <p><b>Evaluate:</b> Investigate and analyse a range of existing products</p> <p><b>Technical Knowledge:</b> Apply their understanding of how to stiffen and reinforce more complex structures</p>	<p>Pupils should be taught to:</p> <p>- 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</p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><i>Including Sports Day – Monday 5<sup>th</sup> July 2021</i></p>	<p><b>NY syllabus</b></p> <p><b>UKS2</b></p> <p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p>	<p><b>Pupils should be taught to:</b></p> <p>- describe how living things are classified into broad groups according to common observable characteristics band based on similarities and differences</p> <p>– including give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Pupils should be taught to:</b></p> <p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- Listen with attention to detail and recall sounds with increasing aural memory</p> <p><i>External NY Violin/ Cello lessons</i></p>



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	Music
Global Neighbours	Learn the importance of considering, valuing and treating all people with dignity and respect	Exploring similarities and differences between their lives and the lives of people in various communities around the world.  Identifying some ways in which their lives are connected with the lives of people in places across the globe.  Encountering relevant voices and stories that aid understanding of poverty and injustice	Learn the importance of considering, valuing and treating all people with dignity and respect.  Explain how their lives are connected with people and places across the globe and the effects of local actions and on the wider world.				Exploring similarities and differences between their lives and the lives of people in various communities around the world  Identifying some ways in which their lives are connected with the lives of people in places across the globe  Exploring 'big questions' about suffering, inequality and justice		
Session 1	What is an empire?  What is the British Empire?  Why did Britain want an Empire?	Research into Uganda – link to previous learning	Year 5 – Different Cultures  Year 6 - Am I normal?	To create a picture-based quiz for young pupils	Research toys and their function/ purpose	Cricket	What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?	Revisit: Animals, plants and micro-organisms	Introduce violins – how to play
Knowledge and Skills	Investigate and interpret the past  <b>Emerging:</b> Use sources of evidence to deduce information about the past  <b>Expected:</b> Select suitable sources of evidence, giving reasons for choices  <b>Exceeding:</b> Understand that no single source of evidence gives the full answer to questions about the past.	Investigate places  • 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.	Weekly Celebration (All): Accept that everyone is different  <b>PSHE (Year 5):</b> I understand that cultural differences sometimes cause conflict  <b>PSHE (Year 6):</b> I understand that th different perception what normal is  <b>S/E development (Year 5):</b> I am aware of my own culture  <b>S/E development (Year 6):</b> I can empathise with people who are different	Pupils understand:  <b>Emerging:</b> Pupils have used the 2DIY activities to create a picture-based quiz  <b>Expected:</b> Pupils have considered the audience's ability level and interests when setting the quiz  <b>Exceeding:</b> Pupils have shared their quiz and responded to feedback	Take inspiration from design throughout history  <b>Expected:</b> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices  Create innovative designs that improve upon existing products	Develop practical skills in order to participate, compete and lead a healthy lifestyle  • 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.	<b>Emerging:</b> Respond sensitively to examples of religious practice with ideas of their own (B2).  <b>Expected:</b> Make connections between beliefs and behaviour in different religions (A1).  Consider similarities and differences between beliefs and behaviour in different faiths (B3).  <b>Exceeding:</b> Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).	Investigate living things  <b>Emerging:</b> Describe the life cycles of a mammal, an amphibian, an insect and bird.  <b>Expected:</b> Describe the life process of reproduction in some plants and animals	Perform  • Perform solos or as part of an ensemble.  • Sing or play expressively and in tune.  • Perform with controlled breathing (voice) and skillful playing (instrument).
Session 2	Session 1 continued – consolidate information	Write up the information from the previous session	Year 5 - Racism Year 6 – Understanding Difference	To learn how to use the questions types within 2Quiz	Design the toy to meet the brief	Cricket	How do Muslim people build their community, the Ummah, by following their Prophet?	To be able to describe how things are classified into broad groups according to	Violins



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	Music
								<p>common observable characteristics and based on similarities and differences</p> <p>Discussion then practical (working scientifically) – Plants in the Community garden</p>	
Knowledge and skills.	<p><b>Investigate and interpret the past</b></p> <p><b>Emerging:</b> Use sources of evidence to deduce information about the past</p> <p><b>Expected:</b> Select suitable sources of evidence, giving reasons for choices</p> <p><b>Exceeding:</b> Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	<p><b>Weekly Celebration:</b> Include others when working and playing</p> <p><b>PSHE (Year 5):</b> I understand what racism is</p> <p><b>PSHE (Year 6):</b> I understand how being different could affect someone's life</p> <p><b>S/E development (Year 5):</b> I am aware of my attitude towards people from different races</p> <p><b>S/E development (Year 6):</b> I am aware of my attitude towards people who are different</p>	<p><b>Emerging:</b> Pupils understand the difference between question types within 2Quiz</p> <p>Pupils have an idea about what sort of questions are best suited to the different question types</p> <p><b>Expected:</b> Pupils have used 2Quiz to make and share a science quiz</p> <p>Pupils have considered the audience's ability level and interests when setting the quiz</p> <p>Pupils shared their quiz with peers</p> <p><b>Exceeding:</b> Pupils have given and responded to feedback</p> <p>As a class, pupils have collaborated on a quiz</p>	<p><b>Take inspiration from design throughout history</b></p> <p><b>Expected:</b> Design with user in mind, motivated by the service a product will offer</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Emerging:</b> Describe what Ummah means to Muslim people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p><b>Expected:</b> Make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion (A1).</p> <p><b>Exceeding:</b> Consider and evaluate the significance of the key ideas studied, in relation to their own ideas (B3).</p>	<p><b>Expected:</b> Describe how living things are classified into broad groups according to common observable characteristics</p>	<p><b>Perform</b></p> <ul style="list-style-type: none"> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
Session 3	Slavery and the British Empire	Present information	<p><b>Year 5:</b> Rumours and name-calling</p> <p><b>Year 6:</b> Power struggles</p>	Session 2 - continued	Prepare the resources needed to make the toy	Cricket	How does it feel to be a part of the Muslim Ummah? What difference does it make?	<p>To be able to describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences</p> <p>Recording Outcomes</p>	Violins
Knowledge and Skills	<p><b>Build an overview of world history</b></p> <p><b>Expected:</b> Describe the social, ethnic, cultural or religious diversity of social past</p> <p><b>Exceeding:</b> Describe the characteristic features of the past, including</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Weekly Celebration (All):</b> Know how to help if someone is being bullied</p> <p><b>PSHE (Year 5):</b> I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p><b>PSHE (Year 6):</b> I can explain some of the ways in which one person or a group can have power over another</p>	Session 2 - continued	<p><b>Master practical techniques - Textiles</b></p> <p><b>Expected:</b> Create objects (such as cushions) that employ a seam allowance</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>Field, defend and attack tactically</li> </ul>	<p><b>Emerging:</b> Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p><b>Expected:</b></p>	<p><b>Emerging:</b> Describe how living things are classified into broad groups according to common observable characteristics</p> <p><b>Expected:</b> Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Perform</b></p> <ul style="list-style-type: none"> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Perform with controlled breathing</li> </ul>



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	Music
	ideas, beliefs, attitudes and experiences of men, women and children.	<ul style="list-style-type: none"> <li>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).</li> </ul>	<p><b>S/E development (Year 5):</b> I can tell you a range of strategies for managing feelings in bullying situations and for problem-solving when I'm part of one</p> <p><b>S/E development (Year 6):</b> I know how it can feel to be excluded or treated badly by being different in some way</p>			<p>by anticipating the direction of play.</p> <ul style="list-style-type: none"> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>	<p>Make connections between beliefs and behaviour in Islam (A1).</p> <p>Make connections between belief in the Ummah and teachings and sources of wisdom in Islam (A1).</p> <p>Outline the challenges of being a Muslim in Britain today (B2).</p> <p><b>Exceeding:</b> • Consider and evaluate the significance of the key ideas studied, in relation to their own ideas (B3).</p>		(voice) and skillful playing (instrument).
Session 4	Slavery and the British Empire - continued	Investigate the human geography of Uganda (see below)	Year 5 - Types of bullying  Year 6 – Why bully?	To explore grammar quizzes	Make the toy – sewing/ attaching pieces	Cricket	What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?	To be able to describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences  Explore the work of scientists such as Carl Linnaeus	Violins
Knowledge and skills	<p>Build an overview of world history</p> <p><b>Expected:</b> Describe the social, ethnic, cultural or religious diversity of social past</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>Communicate geographically</p> <ul style="list-style-type: none"> <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> <li>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.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones,</li> </ul>	<p>Weekly Celebration (All): Try to solve problems</p> <p><b>PSHE (Year 5):</b></p> <p>I can explain the difference between direct and indirect types of bullying</p> <p><b>PSHE (Year 6):</b></p> <p>I know some of the reasons why people use bullying behaviours</p> <p><b>S/E Development (Year 5):</b> I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p><b>S/E Development (Year 6):</b> I can tell you a range of strategies for managing bullying situations and for problem-solving when I'm part of one</p>	<p><b>Expected:</b> Pupils have tried out the different types of Text Toolkit grammar games</p> <p><b>Exceeding:</b> Pupils have chosen an appropriate Text Toolkit tool to make their own grammar game</p>	<p>Master practical techniques - Textiles</p> <p><b>Expected:</b> Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game.</li> <li>Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Emerging:</b> Describe what Ahimsa means to Hindu people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p><b>Expected:</b> Make connections between beliefs and behaviour in Hindu religions (A1).</p> <p>Outline the challenges of being a Hindu in Britain today (B2).</p> <p><b>Exceeding:</b> • Explain similarities in ways in which key beliefs make a difference to life in Hindu religion (A1).</p>	<p><b>Emerging:</b> Describe how living things are classified into broad groups according to common observable characteristics</p> <p><b>Expected:</b> Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Perform</b></p> <ul style="list-style-type: none"> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	Music
		population densities, height of land).							
Session 5	The fight for independence – why did the British Empire collapse?	Collate information and create along with written narratives	Year 5 – Does money matter? Year 6 – Celebrating Differences	To make a quiz that requires the player to search a database	Session 4 continued	Cricket	How do Hindus show their commitment to ahimsa through acts of service or sewa?	To be able to describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences  Explore the work of scientists such as Carl Linnaeus	Violins
Knowledge and Skills	<p><b>Build an overview of world history</b></p> <p><b>Expected:</b> Describe the social, ethnic, cultural or religious diversity of social past</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>Communicate geographically</b></p> <ul style="list-style-type: none"> <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> <li>• 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.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p><b>Weekly Celebration (All):</b> Try to use kind words</p> <p><b>PSHE (Year 5):</b> I can compare my life with people in the developing world</p> <p><b>PSHE (Year 6):</b> I can give examples of people with disabilities who lead amazing lives</p> <p><b>S/E development (Year 5):</b> I can appreciate the value of happiness regardless of material wealth <b>S/E development (Year 6):</b> I appreciate people for who they are</p>	<p><b>Expected:</b> Pupils have used a 2Investigate quiz to answer quiz questions</p> <p><b>Exceeding:</b> Pupils have designed their own quiz based on one of the 2Investigate example databases</p>	<p><b>Master practical techniques - Textiles</b></p> <p><b>Expected:</b> Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Emerging:</b> Describe what Ahimsa means to Hindu people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p><b>Expected:</b> Make connections between belief in ahimsa and teachings and sources of wisdom in Hindu religion (A1).</p> <p>Outline the challenges of being a Hindu in Britain today (B2).</p> <p><b>Exceeding:</b> Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>	<p><b>Emerging:</b> Describe how living things are classified into broad groups according to common observable characteristics</p> <p><b>Expected:</b> Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Perform</b></p> <ul style="list-style-type: none"> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
Session 6	The fight for independence – why did the British Empire collapse?	Continue to gather information and then write up	Year 5 – Celebrating Differences  Year 6 – Celebrating Differences	Are you smarter than a 10/11 year old? Quiz your adults	Evaluate the final product – does it meet the original specification?	Cricket	What did Jesus teach about God’s grace and forgiveness?	Working Scientifically - Challenge	Violins



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	Music
<b>Knowledge and Skills</b>	<p><b>Expected:</b> Describe the social, ethnic, cultural or religious diversity of social past</p> <p><b>Exceeding:</b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	As above	<p><b>Weekly Celebration (All):</b> Know how to give and receive compliments</p> <p><b>PSHE (Year 5):</b> I can understand different culture from my own</p> <p><b>PSHE (Year 6):</b> I can explain ways in which difference can be a source of conflict and cause for celebration</p> <p><b>S/E development (Year 5):</b> I respect my own and other people's cultures</p> <p><b>S/E development (Year 6):</b> I can show empathy with people in either situation</p>	<p><b>Expected:</b> Pupils have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area</p> <p><b>Exceeding:</b> Pupils have given and responded to feedback. In response they have edited and redesigned their quizzes appropriately</p>	<p>Take inspiration from design throughout history</p> <p><b>Expected:</b> Evaluate the design of products so as to suggest improvements</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Emerging:</b> Describe what Grace means to Christian people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p><b>Expected:</b> Make connections between beliefs and behaviour in Christian religion (A1).</p> <p>Make connections between belief in the grace of God teachings and sources of wisdom in the three religions (A1).</p> <p>Outline the challenges of being a Christian in Britain today (B2).</p> <p><b>Exceeding:</b> Consider and evaluate the significance of the key ideas studied, in relation to their own ideas (B3).</p>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>- Plan enquiries, including recognising and controlling variables where necessary.</li> <li>- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>- Present findings in written form, displays and other presentations.</li> <li>- Use test results to make predictions to set up further comparative and fair tests.</li> <li>- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>Perform</b></p> <ul style="list-style-type: none"> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>

