

St. Brendan's Catholic Primary School
Medium Term Planner Year 5 and 6
Cycle 1 Term 1

Whole School Big question Who Am I?		Year Group Line of Enquiry The World			Core texts Daily Life in Ancient Sumer Great Civilisation of Ancient Sumer		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
RE Come and See	Express a point of view and give reasons – arrive at a judgement Recognise difference, comparing and contrasting different points of view	Show understanding of how own and others decisions are informed by beliefs and sources Show understanding by making links between beliefs and life Develop knowledge and understanding of scripture passages that correspond the scripture source	Use religious vocabulary correctly Show understanding of some scripture passages that correspond to the scripture source used.	Show knowledge and understanding of some actions of believers which arise as a consequence of their beliefs Use religious vocabulary widely, accurately and appropriately	Show knowledge and understanding of a scripture passage which correspond the scripture source used Knowledge and understanding of a range of religious beliefs Understanding of how own and others decisions are informed by beliefs and moral values	Express a point of view and give reasons – arrive at a judgement Recognise difference, comparing and contrasting different points of view Show knowledge and understanding of a range of religious beliefs Use religious vocabulary widely, accurately and appropriately	Knowledge and understanding of the life and work of some key figures in the history of the people of God Show understanding of, by making links between; beliefs and life Use religious vocabulary widely, accurately and appropriately
Maths	Read, write, order and compare numbers to 1,000,000	Rounding to a required degree of accuracy	Problem solving	Mental addition and subtraction	Formal written strategies including problem solving	Problem solving in context Estimation and approximation	Factors and multiples
English	Analyse texts and identify key features of a Haiku poem Reading fluency	Applying learnt features of a haiku poem to our own independent piece – planning and writing Reading fluency	T4W (Change – characterisation to chow change) – Imitation Model text – mapping Short burst writing Deepening understanding Reading fluency	T4W – Imitation Model text – mapping Short burst writing Deepening understanding Reading as a reader Reading fluency	T4W – Imitation Model text – mapping Short burst writing Deepening understanding Reading as a writer – box up Reading fluency	Innovation – create new plan – box up Shared writing – innovate on model Writing own version – peer assessment Reading fluency	Independent application – independent writing and assessment
Science	Research key scientist in history	Recognise that living things produce offspring of the same kind which vary and are not identical to their parents	Recognise that living things produce offspring of the same kind which vary and are not identical to their parents	Identify how plants and animals have adapted over time to suit the environment they live in – this has led to evolution	Identify how plants and animals have adapted over time to suit the environment they live in – this has led to evolution	Build on fossils work from year 3 – recognise that fossils give us information about the past	Build on fossils work from year 3 – recognise that fossils give us information about the past
Computing							

Driver = RED

Enhancer = GREEN

Geography							
History	Use dates and terms accurately in describing events during Sumerian era representing them, along with evidence, on a timeline Use appropriate historical vocabulary to communicate events.	Use literacy, numeracy and computing skills to communicate information about ancient Sumer and compare with society today. Use appropriate historical vocabulary to communicate events	Use appropriate historical vocabulary to communicate events Use literacy, numeracy and computing skills to communicate information about ancient Sumer and compare with society today.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children..	Metacognition Project	Metacognition Project
Art					create a colour palette based upon colours observed in the natural or built world.	Use ceramic mosaic materials and techniques	
Design & Technology							
Physical Education	Netball I see all new challenges as opportunities to learn and develop Learn and Follow rules of the game	Catch a ball in a variety of positions and with different degrees of force. Use a quick outlet pass when appropriate	Change levels and pathways quickly and fluently. Communicate effectively	Defend a space or a player Move into a space Making decisions on when and where to move	Work within a strategy of a team Work with others regardless of their ability Act responsible and fairly	Win and lose with dignity Except official decisions Follow rules of the game	I help organise roles and responsibilities and can guide a small group through a task
PSHE	Rules	British Values					
SMSC Links							
Pink Paper Focus Questions	HFW Maths - PV	RE Pentecost	History War & Weapons A significant turning point in British history	Geography – Plastic Pollution Name and locate some of the countries and cities of the world	English Grammar/Word classes	Maths PV Comparing numbers Reading/writing numbers	English Features of a Haiku poem

Driver = RED

Enhancer = GREEN