Subject coverage Summary
Medium Term Plan

Year 5/6 cycle 1

	Autumn 18– World War Two	Spring 19- Britain since 1950s	Summer 19- The Americas
English	Historical novels Informal letters Non-chronological reports Newspaper reports EGPS	Biography Instructions Stories with flashbacks Choral and performance poetry EGPS	Stories from other cultures Discussion texts Free form poetry Non-chronological reports Kensuke's Kingdom EGPS
Maths	Number – number and place value Number – addition / subtraction / division / multiplication Number – fractions / Geometry – position and direction Problem solving	Number – addition / subtraction / division / multiplication decimals / percentages algebra measures ratio Problem solving	Number – addition / subtraction / division / multiplication Statistics Measures Problem solving
Science	Light - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Electricity - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of	Evolution and Inheritance - 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. Animals including Humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including	All Living Things - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics

	switches - use recognised symbols when representing a simple circuit in a diagram.	humans.	
Computing	E-Safety - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact LEGO – We Do/Scratch - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Web design - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Blogging - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Presentations - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - 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 Data loggers - 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
History	World War 2 - Learn about a local history study (Eden Camp visit)	Britain Since the 1950s - Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Discovery of the Americas - Learn about a non-European society that provides contrasts with British history
Geography	Mapping of the UK and Europe - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human	Immigration from the Caribbean from the 1950s - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	Jamaica and rainforests - understand geographical similarities and differences through the study of human and physical geography *of a region of the United Kingdom*, a region in a European country, and a region within North or South

	characteristics, countries, and major cities
	
	▪ 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
	
	▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
		including energy, food, minerals and water	America
			
			▪ 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

D&T	Shelters ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and		Caribbean Fruit Salad ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Calendars ▪ investigate and analyse a range of existing products ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		
Art	• Portraits of Captain Cook • Blitz collages	Andy Warhol • Learn about great artists, architects and designers in history. Sculptures	Deborah Thompson ▪ about great artists, architects and designers in history. ▪ to create sketch books to record their observations and use them to review and

		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]	revisit ideas
Music	• Music linked to WW2	Music of the 50s, 60s and 70s ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ develop an understanding of the history of music.	Production ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
P.E	Hockey ▪ 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 Yoga ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns	Hockey/OOA ▪ 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 Gymnastics/Dance ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns	Athletics/Rounders ▪ use running, jumping, throwing and catching in isolation and in combination ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Tennis ▪ 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
Languages	Unit 19 Our School	Unit 20 The World Around Us	Unit 21 Creating a Café
PSHCE/Heartsmart	Get HeartSmart Don't Forget to Let Love in!	Too Much Selfie isn't Healthy! Don't Rub it in, Rub it Out!	Fake is a Mistake! 'No Way Through' isn't True!