



**St Peter's Church of England Primary School**

**Medium Term Topic Plan**

**Year Group: Y5/6**

**Strand B**

**Term: Autumn**

**Theme: Mountains**

**Framework of Skills, knowledge and Understanding  
Subjects**

Art	D&T	Science	Computing
<p>Drawing</p> <ul style="list-style-type: none"> <li>Practice drawing different lines and shapes using different types of drawing pencils.</li> <li>Look at how shading can be used to create a 3D drawing.</li> <li>Draw a variety of lines, shapes, colours and texture to produce work on a theme.</li> <li>I can investigate and explain why I have chosen a variety of lines, shapes, colours and texture to produce my final piece of work.</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>I can create colour ladders to show tonal range. We shall do this using paints and colour wheels to help name the colours produced.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>Look at mosaic art to inspire their own mosaic picture using paper and their own colours created using paints.</li> </ul>	<p><b><u>To design and make a board game with an electrical spinner</u></b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products through analysis of old and current games.</li> <li>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.</li> <li>Understand and use electrical systems in their products by creating an electric spinner for their board game.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work through discussion and observation of what they and others have made as well play the games they make.</li> </ul>	<p><b>Year 5 Earth and Space</b></p> <ul style="list-style-type: none"> <li>Children will investigate and describe the movement of the Earth, and other planets, relative to the Sun in the solar system in a practical way.</li> <li>Watch videos that describe the movement of the Moon relative to the Earth, then be able to explain this to their classmates.</li> <li>Learn facts to describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Explain the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Year 6 Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Investigate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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 switches</li> <li>use recognised symbols when representing a simple circuit in a diagram. Draw the diagrams independently.</li> <li>Understand the dangers of electricity-how it can jump and be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Purple Mash units Coding Year 5 (Crash Course) moving onto year 6 (for year 6)</li> <li>Introduce the coding interface on purple mash 2code.</li> <li>Create a program with an object that repeats actions, use a timer to make characters repeat actions and explore the use of a repeat command.</li> <li>Explore the use of the 'if' command and how this responds compared to the 'else' command.</li> <li>Use a timer within a program.</li> <li>To use the skills learnt to design, make, edit their own program creatively.</li> <li>Online safety unit (taken from the PHSE Curriculum4Life- what is appropriate to share online.</li> </ul> <p><b><u>P.S.H.E /R.S.E</u></b> This lesson plan furthers understanding of physical and emotional health and their links whilst challenging stereotyping and assumptions related to health and well-being. Aims and Objectives:</p> <ol style="list-style-type: none"> <li>To challenge assumptions of others related to physical and emotional health.</li> <li>To encourage children to talk about their health and well-being.</li> <li>To encourage children to talk to each other about health and well-being.</li> </ol>

		<b>Geography</b>	<b>Music</b>
		<p><b><u>Mountains</u></b></p> <ul style="list-style-type: none"> <li>• To be able to locate the main mountain ranges of the world.</li> <li>• Compare and contrast the sizes of the largest mountains of each continent.</li> <li>• Locate mountains within the UK, and their relative sizes.</li> <li>• To be able to explain how mountains are formed and to understand the different types of mountain.</li> <li>• To understand the mountain habitat and its flora and fauna.</li> <li>• Understand contour lines on maps to show height.</li> </ul>	<p><b>Mars – Holtz (The planets suite):</b></p> <ul style="list-style-type: none"> <li>• Learn about the works of the composer Gustav Holtz.</li> <li>• Create a piece of music using an 'ostinato' and other percussion parts.</li> <li>• Combine different sounds to create a specific mood.</li> <li>• Record and perform the compositions using notation.</li> <li>• Be able to play their own part whilst others are playing.</li> </ul> <p><b>Dancing on the Streets:</b></p> <ul style="list-style-type: none"> <li>• Listen to and appraise songs in the style of Motown.</li> <li>• Learn to sing the song, including backing parts.</li> <li>• Play a glockenspiel part with and without notation.</li> </ul>