



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y5/6

Strand A

Term: Autumn

Theme: Ironstone Mining

Framework of Skills, knowledge and Understanding

Subjects

Art	D&T	Science	Computing
<p>Printing</p> <ul style="list-style-type: none"> I can print using a number of colours. I can overprint using different colours. I can create an accurate print that meets set criteria. I can print onto different materials successfully. I can make decisions about the methods I use for printing as a result of careful planning and practice of different printing techniques. 	<p>Moving toys</p> <ul style="list-style-type: none"> 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. 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. Investigate and analyse a range of existing products. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. 	<p>Year 5 Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe how living things are classified into broad groups according to common observational characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Forces Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Coding Lesson 1: Children can use simplified code to make their programming more efficient, use variables in their code and create a simple playable game. Lesson 2: Children can plan an algorithm modelling the sequence of traffic lights, select the right images to reflect the simulation they are making and use their plan to program the simulation to work in 2Code. Lesson 3: Children can make good attempts to break down their task into smaller achievable steps.. Lesson 4: Children can create a program which represents a physical system, create and use functions in their code to make their programming more efficient. Lesson 5: Children can create and use strings in programming, can set/change variable values appropriately and know some ways that text variables can be used in coding. Lesson 6; Children can create a string and use it in their program, use strings to produce a range of outputs in their program.</p> <p>Spreadsheets Lesson 1: To use formulae within a spreadsheet to convert measurements. Lesson 2: To use the count tool. Lesson 3: To use a spreadsheet for a real-life situation. Lesson 4: To create formulae that use text variables. Lesson 5: To use a spreadsheet to create an event.</p>

Music	History	Geography	Online Safety
<p><u>Livin’ on a Prayer/Make you feel my love (Charanga original scheme)</u> <u>Disco Fever/La Bamba (Y6 unit 3 MMC)</u> Identify and learn some of the style indicators and instruments played in a range of musical styles including rock, pop ballads, Disco & Rock n Roll. Identify the main sections of the songs (into, verse, chorus etc). Learn/revise correct vocabulary linked to musical dimensions – e.g. tempo/dynamics (use in our listen & appraise sheet). Learn ‘Livin’ on a Prayer’ from memory and perform in unison (focus on accurate pitching). Play instrumental parts within a song – glockenspiel (by ear/staff notation). Compose and record a simple melody for an instrumental part to Livin’ on a Prayer – record using software – formal notation with note names. Continue to revise/develop knowledge and use of formal notation. Identify and move to the pulse with ease/be able to copy, repeat and play rhythms & melodies in the warm-up activities/rhythm grid. <i>Y5s – Violin tuition.</i></p>	<p>Ironstone Mining</p> <p>What was it like for a child my age and my family during the mining era? I understand why ironstone mines were located in East Cleveland. I can explain what Brotton looked like before the mines were opened. I understand the life of a trappy boy/miner working in the conditions of the ironstone mines. I understand the development of the mines between 1880-1950s and the consequences of their closure up to the modern day within Brotton and the local area. I have looked at historical artefacts and can understand and explain their use within the mine. I can explain the limitations of the safety equipment used at the time, and how it would be different in the modern day for miners. I can explain how the lives of wealthy people were different from the lives of poorer people during this time.</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I can explain the human impact on the local area of Brotton due to the development of the mines.</p> <p>Understand the development of the mines between 1880-1950s and the consequences of their closure up to the modern day.</p>	<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs. Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p> <ul style="list-style-type: none"> a protect their password and other personal information; b be a good online citizen and friend; c judge what sort of privacy settings might be relevant to reducing different risks; d seek help from an adult when they see something that is unexpected or worrying; e discuss scenarios involving online risk; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>
<p>PHSE</p>			
<p><u>Mind and Body Health and Wellbeing</u> <u>Stress</u> 1. To explore our personal worries and scares. 2. To explore and understand why these happen and what purpose they serve. 3. To explore and understand how we can better manage these. <u>Stress- Dealing with emotions and Changes</u> 1. To recognise that all of us need multiple ways to manage difficult emotions.</p>			

2. To help young people think about changes they could make which would help their coping skills.

Understanding Unrealistic Expectations

Online

1. To challenge the stereotypical ideals of body image and beauty.

2. For young people to understand unrealistic expectations of beauty and body image and to feel more confident with nonconformity.

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