



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y5/6

Strand A (2024-2025)

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</p> <p>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</p> <p>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 	<p>Coding Micro:bits</p> <p>Lesson 1: Name badge Students create their first programs and transfer them to their micro:bits.</p> <p>Lesson 2: Beating heart Create a simple animation to learn about sequence and simple loops.</p> <p>Lesson 3: Emotion badge Start learning about inputs and outputs using buttons and icons on the display.</p> <p>Lesson 4: Step counter Introduce variables to track your step count and begin to use the accelerometer input.</p> <p>Lesson 5: Nightlight Make an automatic nightlight and discover how logic, conditionals and inputs and outputs combine to make a simple control system.</p> <p>Lesson 6: Rock, paper, scissors Combine skills from the previous lessons to turn your micro:bit into an electronic simulation of a popular game of chance.</p> <p>Spreadsheets</p> <p>Lesson 1: To use formulae within a spreadsheet to convert measurements.</p> <p>Lesson 2: To use the count tool.</p> <p>Lesson 3: To use a spreadsheet for a real-life situation.</p> <p>Lesson 4: To create formulae that use text variables.</p>

		smaller force to have a greater effect.	Lesson 5: To use a spreadsheet to create an event.
Music	History	Geography	Online Safety
<p>Disco Fever Livin' on a Prayer (Charanga original scheme)</p> <ul style="list-style-type: none"> Identify and learn some of the style indicators and instruments played in a range of musical styles including Rock & Disco. 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. Y5s – Violin tuition. 	<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.</p>	<p>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>Lesson 1: Responsibilities and Support when Online</p> <ul style="list-style-type: none"> To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children' responsibility to one another in their online behaviour. <p>Lesson 2: Protecting Privacy</p> <ul style="list-style-type: none"> To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
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<p>Jigsaw- Being Me in My World Year 5</p> <ul style="list-style-type: none"> To face new challenges positively and know how to set personal goals. To understand the rights and responsibilities as a British citizen. 	<p>Jigsaw- Being Me in My World Year 6</p> <ul style="list-style-type: none"> Identify goals for this year, understand fears and worries about the future and know how to express them. To know that there are universal rights for all children but for many children these rights are not met. 		

<ul style="list-style-type: none"> • To understand the rights and responsibilities as a British citizen and a member of my school. • To make choices about their own behaviour because they understand how rewards and consequences feel. • To understand how an individual's behaviour can impact on a group. • To understand how democracy and having a voice benefits the school community and know how to participate in this. <p>Celebrating Differences Year 5</p> <ul style="list-style-type: none"> • To understand that cultural differences sometimes cause conflict. • To understand what racism is. • To understand how rumour-spreading and name-calling can be bullying behaviours. • To be able to explain the difference between direct and indirect types of bullying. • To be able to compare my life with people in the developing world. • To enjoy the experience of a culture other than my own. 	<ul style="list-style-type: none"> • To understand that actions affect other people locally and globally. • To be able to make choices about their own behaviour because they understand how rewards and consequences feel and understand how these relate to rights and responsibilities. • To understand how an individual's behaviour can impact on a group. • To understand how democracy and having a voice benefits the school community. <p>Celebrating Differences Year 6</p> <ul style="list-style-type: none"> • To understand there are different perceptions about what normal means. • To understand how having a disability could affect someone's life. • To explain some of the ways in which one person or a group can have power over another. • To know some of the reasons why people use bullying behaviours. • To be able give examples of people with disabilities who lead amazing lives. • To explain ways in which difference can be a source of conflict and a cause for celebration. 		
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