



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y5/6

Strand A

Term: Summer

Theme: The Rainforest

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

Art	D&T	Science	Geography
<p>Collage-The Rainforests To have experience of making collages using different materials, and to make a rainforest collage inspired by famous artists. I can make my own collage. I can ceramic mosaic to create a piece of art. I can combine visual elements with tactile qualities. I can explain my choices of materials I have chosen. I can combine pattern, tone and shape within my collage.</p> <p>Computing Game Creator To Introduce the 2DIY 3D tool. To begin planning a game. To design the game environment. To design the game quest to make it a playable game. To finish and share the game. To self- and peer evaluate.</p> <p>Concept Maps</p> <ul style="list-style-type: none"> • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. <p>To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience.</p> <p>Online Safety</p> <ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. 	<p>Textiles-The RAINFOREST Research Look at the different types of stitches, practise different types of stitching and look at the effect it has.</p> <p>Design: Produce a template to follow using the stitching research they have completed linked to the rainforest. Can they come up with a range of ideas after they have collected information?</p> <p>Make: Use appropriate stitching techniques to follow their design criteria.</p> <p>Evaluate: Can they evaluate appearance and function against the original criteria? Can they identify what would improve it? Does their product meet all design criteria?</p> <p>Technical Knowledge: Do they think what the user would want when choosing textiles? How have they made their product attractive and strong? Do they persevere through different stages of the making process?</p> <p>Music BBC Ten pieces – Hans Zimmer – Film/TV music (Links to Science -rainforest/David Attenborough) · Listen to different pieces of music composed by Hans Zimmer e.g. Lion King, Madagascar, Blue Planet, Pirates of the Caribbean etc. Learn about the composer and his influence on film music. · Listen to 'Earth' (orchestral music/electronic) and describe the music</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> · identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood through making a simple model of a heart and blood model, watching appropriate clips. Follow up with appropriate explanation. Investigate impact of exercise on pulse rate, place results in a table/graph. · recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Look at the Eatwell plate, plan a healthy diet, discuss healthy lifestyles (including-device usage/ addiction /exercise/ healthy balance/impact of body image v's online pictures) · describe the ways in which nutrients and water are transported within animals, including humans. Watch clips/powerpoint and label diagrams. <p>I can create a timeline to indicate the stages of growth in humans- children to draw and label this in their own words. Look at fictitious families to compare changes within different generations.</p> <p>Working scientifically Year 5 and 6: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> •Planning different types of scientific enquiries to answer questions •Taking measurements, using a range of scientific equipment, with increasing 	<p>Darwin and David Attenborough How and why should we care for our rainforests?</p> <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. • Know what is meant by biomes and what are the features of a specific biome. • Label layers of a rainforest and know what deforestation is. • Know what most of the ordnance survey symbols stand for. • Know how to use six-figure grid references. • Know how to use graphs to record features such as temperature or rainfall across the world. • Can talk about who David Attenborough and Charles Darwin are and their contribution to the natural world. • Know what most of the ordnance survey symbols stand for. • Know how to use six-figure grid references. • Understand what 'eastings' and 'northings' are. • Can look for local points of interest on an OS map to help them identify the area around them.

<ul style="list-style-type: none"> • To review sources of support when using technology. • To review pupils' responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. 	<p>through a piece of artwork. Add music terminology e.g. instruments they can here or vocabulary linked to dynamics etc.</p> <ul style="list-style-type: none"> · Create a 'Shimmer' with pitched and unpitched instruments. Use for introduction of own 'Earth' music in the style of Hans Zimmer. · Create simple melodies with different durations (layer sounds to create texture) – use this to build on knowledge of notation of different note lengths. · Create & perform musical 'motifs' based on brainstorming ideas about Earth. <p>Listen & Appraise traditional music from South America e.g. Samba rhythms – links to rainforest work.</p>	<p>accuracy and precision, taking repeat readings when appropriate</p> <ul style="list-style-type: none"> •Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line charts •Using test results to make predictions to set up further comparative and fair tests •Reporting and presenting findings from enquiries <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><u>PSHE/RSE</u> Growing up Year 5 girls Puberty Year 6 – Delivered by the school nurse team Alcohol Awareness- Year 5 children Drug Awareness – Year 6-Drug and Substance Abuse team Curriculum 4 life planning (may be covered in science)</p> <p><u>French</u> Languages The Olympics Oral presentation of ancient and modern Olympic games. Olympic sports and the verb "to do" in conjunction with sports. Reading, Writing, Speaking and Listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.</p>
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