St Peter's Church of England Primary School			
Medium Term Topic Plan	**Year Group:** K2AD	**Y5/6 Rolling Programme - Strand B**	**Term:** Summer

Framework of Skills, knowledge and Understanding
Subjects

Art & Design/D & T	Computing	Science	History
Textiles/Use of IT *We will be creating a class WW2-inspired wall hanging using textiles. The children will create their own small design and they will be stitched together to create a class project.* *This will involve:* - *Learning basic stitching skills.* - *Using their research and learning to develop a simple design.* - *Cutting skills.* - *Elements of collage using materials.* **PSHE/ Relationships and Sex Education** **Being safe in the community:** • Road safety. • Social and relationship skills. See EHCP outcomes. **R.E.** **(taken from Y5 syllabus)** **Judaism:** **Why is the Torah so important for Jewish people?** **Tolerance and Respect for others.**	**Touch typing** There are many areas of research-based evidence that suggests that touch typing (i.e. being able to type without looking at the keyboard) is a highly beneficial skill for children to learn, particularly those with additional learning needs, especially dyslexia, dyspraxia, and ADHD. We will cover this skill in the 1st half of Spring term and regularly re-visit over the year. **Music** Summer 1st ½ term – we will be practising for our St. Peter's Day performance. • Perform the song. Link the performance to the style of the song. • Learn about rhythm, pulse, beat. • Use instruments to keep rhythm, pulse, beat.	**Properties and Change of Materials** • Identify and name a range of everyday materials and their uses. • Describe the simple physical properties of a variety of everyday materials. • Compare and classify a variety of materials based on their simple physical properties; based on their states of matter. • Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching); explain what happens to materials when they are heated or cooled. • Sort materials in different ways and by a number of different criteria. • Describe what it means to reverse a change. • Describe which changes can/cannot be reversed. • Explain changes to the state of water. • Explain the part that evaporation and condensation have in the water cycle. • Explain the process of dissolving. • Recover a substance from a solution. • Decide how a mixture would best be separated (filtering, sieving, evaporating).	**World War 2.** **Chronological understanding** • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they sequence up to 3 events in chronological order (month) and give reasons for their order? • Can they describe events from the past using dates when things happened? • Can they use a timeline within a specific time in history to set out the order things may have happened? **Knowledge & Interpretation** • Can they recount some interesting facts from WW2? • Can they give examples of things that are different in their life from that of children in WW2? • Can they explain why Britain has a special history by naming some famous events and some famous people from WW2? • Can they suggest why certain events happened as they did in history, e.g. why WW2 started? • Can they summarise the main events from WW2, explaining the order in which key events happened? • Can they describe some main events from WW2, e.g. evacuation, The Blitz. • Can they summarise how Britain has had a major influence on world history?

		Working scientifically Set up a simple test to explore the differences between materials (e.g. magnetic/non-magnetic, float/sink, hardness, solubility, conductivity, insulation, magnetism). • Observing. • Carry out simple fair test. • Explain why a test might be unfair. • Make predictions. • Say whether things happened as they expected. • Suggest how to find things out. • Organise things into groups. • Record observations pictorially. • Plan a fair test and explain why it is fair. • Measure temperature of water in different states. • Record observations in different ways (labelled diagrams, charts, etc). • Use scientific vocabulary to describe what they have found. • Answer a scientific question using their findings. • Identify variables. • Suggest improvements. • Use findings to draw a conclusion. • Record data in tables, bar charts and line graphs.	**Historical enquiry** • Can they ask and answer questions about old and new objects, sometimes in pictures? • Can they answer questions using artefact/ photograph provided? • Can they research specific events from WW2? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they identify and explain their understanding of propaganda?