



# Street Lane Primary School

## Year 5/6 Medium Term Planning – Summer Term One 2023

Cycle B Summer Term One Inventions, Innovations and Inspirations.						
	Week 1	Week 2	Week 3	Week 4 (SATS Week)	Week 5	Week 6
<b>English</b>  <b>WCR</b>  <b>The Curse of the Maya</b> (Questions linked to the reading VIPERS)	Rain Player  Understanding the text. Vocabulary Role on the Wall Story Mapping Character description	Rain Player  Character Description	Rain Player  A Mayan Folk Tale	David Attenborough  Little People, Big Dreams  Biography	David Attenborough  Little People, Big Dreams  Biography	David Attenborough  Little People, Big Dreams  Biography
<b>SP&amp;G</b>	Revision	Recap of expanded noun phrases. Figurative language	Direct speech and reported speech.  Sentence openers to support cohesion:  Ing clauses (adverbial phrases)  ed clauses (adverbial phrases)  Recapping of word classes.	Use of commas, dashes and brackets to demarcate parenthesis.	Use of the passive voice.	Use of semi colons and colons to support cohesion.



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<b>Mathematics</b>	Ratio	Decimals	Decimals	Decimals, Fractions and Percentages	Decimals, Fractions and Percentages	Decimals, Fractions and Percentages
<b>Science</b> <b>Living Things and Their Habitats.</b>	What are the seven life processes?	What are the stages of a life cycle of a plant?  Planting and explanation booklets that will be continued throughout the whole half term.	How do plants reproduce?	How do mammals reproduce?  Local visitor in school.	Do all animals reproduce in the same way?  Visit to the ponds.	What are the stages of a life cycle of a plant?  How a Bean Becomes a Runner Bean. (An explanation booklet)
<b>Humanities</b> <b>History</b>	<b>Hook</b> How do we know about ancient Maya?  <b>Skill</b> Historical Enquiry I can use evidence to build up a	Where were the Maya from and how was Maya society organised?  <b>Skill</b> Range and Depth of Historical Knowledge	Were the Maya advanced in their construction?  <b>Skill</b> Chronology  I can make comparisons	How were the Maya such great astronomers?  <b>Skill</b> Range and Depth of Historical Knowledge	How were Maya code breakers ahead of our time?  <b>Skill</b> Range and Depth of Historical Knowledge	What can we learn from the Maya way of life?  <b>Skill</b> Mayan Sales Pitch Skill Range and Depth of Historical Knowledge



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	<p>picture of a past event. I can recognise primary and secondary sources</p> <p>Skill Chronology I can place features of historical events and people from past societies and periods on a chronological framework.</p>	<p>I can study different aspects of different people.</p>	<p>between different time periods in the past.</p>	<p>I can explain a past event in terms of cause and effect, using evidence to support an illustrate.</p>	<p>I can compare two or more historical periods; explaining things which changed and things which stayed the same</p>	<p>I can summarise how Britain may have learnt from other countries and civilisations.</p>
<p><b>Computing</b></p> <p><b>Programming B - Selection in Quizzes</b></p> <p><b>Teach Computing Unit</b></p>	<p>Exploring conditions</p> <p>LI: To explain how selection is used in computer programs</p>	<p>Selecting Outcomes</p> <p>LI: To relate that a conditional statement connects a condition to an outcome</p>	<p>Asking Questions</p> <p>LI: To explain how selection directs the flow of a program</p>	<p>Designing a Quiz</p> <p>LI: To design a program that uses selection</p>	<p>Testing a Quiz</p> <p>LI: To create a program that uses selection</p>	<p>Evaluating a Quiz</p> <p>LI: To evaluate my program</p>
<p><b>Art/DT (Kapow Units)</b></p> <p><b>Drawing - Make my Voice Heard</b></p>	<p>Experimental mark making</p>	<p>Symbolic Imagery</p> <p>LI: To consider how symbolism in</p>	<p>Chiaroscuro</p> <p>LI: To apply understanding of</p>	<p>Street Art</p> <p>LI: To evaluate the context and</p>	<p>Powerful Imagery</p> <p>LI: To apply and understanding of</p>	<p>Powerful Imagery</p> <p>LI: To apply and understanding of</p>



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	LI: To explore expressive drawing techniques.	art can convey meaning.	the drawing technique chiaroscuro.	intention of street art.	impact and effect to create a powerful image.	impact and effect to create a powerful image.
<b>PE</b>	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
<b>Music Kapow Unit</b>  <b>Composition to represent the festival of colour (Theme: Holi festival)</b>	Hearing Colours  LI: To understand that music can be represented with colours.	Picturing Music  LI: To represent a piece of music as a graphic score.	Vocal Composition  LI: To create a vocal composition based on a picture.	Colour Composition  LI: To create a piece of music inspired by a single colour.	Performing in Colour LI: To work as a group to perform	Performing in Colour LI: To work as a group to perform
<b>PSHE</b>	Zones of Regulation		Zones of Regulation		Zones of Regulation	Zones of Regulation
<b>RE</b>  <b>What do religions say to us when life gets hard.</b>		3.4 Is death the end? Does it matter?		3.5 Why is there suffering? Are there any solutions?		