

Southminster Medium Term Planning – Foundation Subjects

- Science – weekly
- PSHE – weekly
- PE – weekly
- RE – weekly – see separate planning

Year Group and Class – Year 5&6 – Cedar, Elder and Oak

Half term – Autumn 2

I wonder question – I wonder what caused the end of the Pharaohs?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science Physics Forces	<p><u>Objective:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> 	<p><u>Objective:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down•</i> 	<p><u>Objective:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down•</i> 	<p><u>Objective:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down•</i> 	<p><u>Objective:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down•</i> 	<p><u>Objective:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down•</i> 	<p><u>Objective:</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <ul style="list-style-type: none"> • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down•</i>

	<ul style="list-style-type: none"> Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Skills: To raise questions about working scientifically To report and explain findings To use scientific vocabulary</p> <p>L.I. I can</p>	<p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Skills: To raise questions about working scientifically To report and explain findings To use scientific vocabulary</p> <p>L.I. I can</p>	<p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Skills: To raise questions about working scientifically To report and explain findings To use scientific vocabulary</p> <p>L.I. I can</p>	<p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Skills: To raise questions about working scientifically To report and explain findings To use scientific vocabulary</p> <p>L.I. I can</p>	<p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Skills: To raise questions about working scientifically To report and explain findings To use scientific vocabulary</p> <p>L.I. I can</p>	<p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Skills: To raise questions about working scientifically To report and explain findings To use scientific vocabulary</p> <p>L.I. I can</p>	<p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <ul style="list-style-type: none"> Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Skills: To raise questions about working scientifically To report and explain findings To use scientific vocabulary</p> <p>L.I. I can</p>
<p>History</p> <p>Monarchy / empire</p> <p>Chronology</p>	<p><u>Objectives:</u> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p>	<p><u>Objectives</u> Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to</p>	<p><u>Objectives</u> Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change,</p>				

	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Skills: To use chronology To use historical vocabulary</p> <p>L.I.I can use chronology to order events. L.I: I can describe the main changes in a period of history.</p>	<p>questions about the past.</p> <p>Skills: To ask historical questions To interpret and compare sources To gather evidence</p> <p>L.I: I can compare and interpret sources.</p> <p>L.I: I can compare similar cultures in the same time period.</p>	<p>century, decade, legacy.</p> <p>Skills: To question and explain events of the past To use historical vocabulary</p> <p>L.I: I can use appropriate historical vocabulary to communicate.</p>				
Geography							
Art Drawing			<p><u>Objectives:</u> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g.</p>	<p><u>Objectives:</u> Use a choice of techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement.</p>			

			<p>realistic or impressionistic).</p> <p>Skills: To take inspiration and respond to art To use drawing skills</p> <p>L.I. I can use a variety of techniques. L.I: I can choose a suitable style for my work.</p>	<p>Skills: To use drawing skills</p> <p>L.I: I can depict a range of movements. (Vincent Bal/ Giacomo Balla/ Dr. Harold Edgerton/ Umberto Boccioni)</p>			
DT							
<p>Computing</p> <p>Online Safety</p>					<p>Objectives: Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>Skills: To use online platforms appropriately To be safe and responsible To understand e-safety laws</p>	<p>Objectives: Understand the effect of online comments and show responsibility and sensitivity when online.</p> <p>Skills: To use online platforms appropriately</p> <p>L.I: I can understand the effects of actions online.</p>	

					<p>L.I. I can identify risks online.</p> <p>L.I: I can identify examples of how to minimise risks online.</p>		
<p>Music (Charanga)</p>						<p>Objectives: See Charanga</p> <p>Skills: To listen and describe elements of music To read, understand and use musical notation To use musical vocabulary</p> <p>L.I. I can listen to and appraise music.</p> <p>L.I: I can follow musical notation.</p> <p>L.I: I can improvise a piece of music.</p>	<p>Objectives: See Charanga</p> <p>Skills: To listen and describe elements of music To read, understand and use musical notation To use musical vocabulary</p> <p>L.I: I can compose a piece of music.</p> <p>Double page spread</p>
MfL							