

Southminster Medium Term Planning – Foundation Subjects

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

Year Group and Class – Year 5&6 – Cedar, Elder and Oak Half term – Spring 2

I wonder question – I wonder why is it important to protect unique environments?

	Week 1	Week 2	Week 3	Week 4	Week 5
Science Earth and Space	<p><u>Objective:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Skills:</u> To raise questions about working scientifically To report and explain findings To find links between scientific technologies To use scientific vocabulary</p> <p>L.I: I can</p>	<p><u>Objective:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Skills:</u> To raise questions about working scientifically To report and explain findings To find links between scientific technologies To use scientific vocabulary</p> <p>L.I. I can</p>	<p><u>Objective:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Skills:</u> To raise questions about working scientifically To report and explain findings To find links between scientific technologies</p> <p>L.I. I can</p>	<p><u>Objective:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Skills:</u> To raise questions about working scientifically To report and explain findings To find links between scientific technologies To use scientific vocabulary</p> <p>L.I. I can</p>	<p><u>Objective:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Skills:</u> To raise questions about working scientifically To report and explain findings To find links between scientific technologies To use scientific vocabulary</p> <p>L.I. I can</p>

			To use scientific vocabulary L.I. I can		
Geography	<p><u>Objectives:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Skills:</u> To use geographical resources (including maps)</p> <p>To use fieldwork and observation skills</p> <p>To use geographical language and vocabulary</p> <p>To understand and explain physical features</p> <p>L.I: I can</p>	<p><u>Objectives:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Skills:</u> To use geographical resources (including maps)</p> <p>To use fieldwork and observation skills</p> <p>To use geographical language and vocabulary</p> <p>To understand and explain physical features</p> <p>L.I: I can</p>	<p><u>Objectives:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Skills:</u> To use geographical resources (including maps)</p> <p>To use fieldwork and observation skills</p> <p>To use geographical language and vocabulary</p>		

			<p>To understand and explain physical features</p> <p>L.I: I can</p> <p>Double page spread.</p>		
DT Food				<p><u>Objective:</u> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p><u>Skills:</u> To prepare, assemble and cook food hygienically</p> <p>To construct and assemble products</p> <p>To evaluate, refine and improve</p> <p>L.I. I can</p>	<p><u>Objective:</u> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p><u>Skills:</u> To prepare, assemble and cook food hygienically</p> <p>To construct and assemble products</p> <p>To evaluate, refine and improve</p> <p>L.I. I can</p>
Computing Algorithms and Programs				<p><u>Objectives:</u> Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p> <ul style="list-style-type: none"> • Set events to control other events by 'broadcasting' information as a trigger. • Change the position of objects between screen layers (send to back, bring to front). 	<p><u>Objectives:</u> Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p> <ul style="list-style-type: none"> • Set events to control other events by 'broadcasting' information as a trigger. • Change the position of objects between screen layers (send to back, bring to front).

				<ul style="list-style-type: none"> • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. • Use the Reporter operators $() + () - () * () / ()$ to perform calculations. <p>Pick Random $()$ to $()$ Join $()$ Letter $()$ of $()$ Length of $()$ Mod $()$ This reports the remainder after a division calculation Round $()$ of $()$. to control events or actions.</p> <p>Skills: To understand and import instructions for controlling objects (coding)</p> <p>To use variables for calculations (KS2)</p> <p>L.I: I can</p>	<ul style="list-style-type: none"> • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. • Use the Reporter operators $() + () - () * () / ()$ to perform calculations. <p>Pick Random $()$ to $()$ Join $()$ Letter $()$ of $()$ Length of $()$ Mod $()$ This reports the remainder after a division calculation Round $()$ of $()$. to control events or actions</p> <p>Skills: To understand and import instructions for controlling objects (coding)</p> <p>To use variables for calculations (KS2)</p> <p>L.I: I can</p>
<p>French (Language angels)</p>		<p><u>Objective:</u></p> <p><u>Skills:</u></p> <p>L.I. I can</p>	<p><u>Objective:</u></p> <p><u>Skills:</u></p> <p>L.I. I can</p>		

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