




Castercliff Primary Academy – Medium Term Plan.



Year Group: 5	Overarching Question: How does Brazil influence the world?	
The London Eye Mystery		
Maths: Decimals, percentages, perimeter, area and statistics.	PE: Net and Wall Tennis. Principles, tactics and defending.	
English: The London Eye Mystery. Detective fiction.	Music : Singing	
Geography: Time Zones , South America - Brazil .The Developing World– Mineral and Food Production	PSHE: MHM - RElate	
R.E: Christianity (Jesus) – What do we mean by a miracle?	Science: Reversible and Irreversible changes (Materials)	
DT: Electrical Systems- Monitoring Devices- 3D CAD	MFL: Parts of the Body	
	Computing: Creating media. Stop motion animation	
	Relate	Enrichment Trip to Chester Zoo Visit from parish priest
Class Novel 5BC: The London Eye Mystery	English	
5NA: The Hobbit	Text: The London Eye Mystery	Genres: Detective narrative Biography



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Week: 1	Subsidiary question:
<p>Topic Driver knowledge & skills Geography – LO: What is the geography of South America?</p>	<p>Secondary Subject knowledge & skills DT- LO: To understand how motors are used in electrical products.</p> <p>Computing- LO: To tinker with Scratch music elements.</p> <p>PSHE- We are learning how to understand and celebrate our differences.</p> <p>MFL- LO: Recognise and use accurately body part nouns</p> <p>RE - LO: To be able to understand that Christians believe that miracles are a sign of Jesus' divinity</p> <p>Science- LO: To compare and group together materials based on their properties</p> <p>Music- See Lancashire music plan</p>
<p>Vocabulary- Brazil, Amazon Rainforest, Amazon River, Brasilia, Carnival, Christ the Redeemer, Deforestation, Favela, Indigenous People, Rio de Janeiro, Sao Paulo, Water Cycle, Condensation, Evaporation, Precipitation, Run-off, Water Cycle, Water Vapor</p>	<p>Vocabulary</p> <p>DT- Circuit component, configuration, current, develop, DIY, investigate, motor, motorised, problem solve, product analysis, series circuit, stable, target user.</p> <p>Computing- bug, code, debug, decompose, loop, music, output, pitch, program, repeat, rhythm, timbre, tinker, soundtrack</p> <p>PSHE- Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine</p>



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Week: 2	Subsidiary question:
<p>Topic Driver knowledge & skills Geography –What is the main economic activity of the northern Brazil region compared to my region?</p>	<p>Secondary Subject knowledge & skills DT- LO: To investigate an existing product to determine the factors that affect the product's form and function.</p> <p>Computing- LO: To create a program that plays themed music.</p> <p>PSHE- We are learning how to better understand differences. We are learning how we can use our strengths in different ways.</p> <p>MFL- LO: Understand simple descriptive sentences about body parts.</p>

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	<p>RE - LO: To be able to retell a miracle of Jesus and why it shows Jesus' nature</p> <p>Science- LO: To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Music- See Lancashire music plan</p>
<ul style="list-style-type: none"> Vocabulary- Brazil, Amazon Rainforest, Amazon River, Brasilia, Carnival, Christ the Redeemer, Deforestation, Favela, Indigenous People, Rio de Janeiro, Sao Paulo, Water Cycle, Condensation, Evaporation, Precipitation, Run-off, Water Cycle, Water Vapor 	<p>DT- Circuit component, configuration, current, develop, DIY, investigate, motor, motorised, problem solve, product analysis, series circuit, stable, target user.</p> <p>Computing- bug, code, debug, decompose, loop, music, output, pitch, program, repeat, rhythm, timbre, tinker, soundtrack</p> <p>PSHE- Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives, Team H-A-P, Dopamine</p> <p>MFL- la tête: the head, le visage: the face, les cheveux: the hair, les yeux: the eyes, le nez: the nose, la bouche: the mouth, les oreilles: the ears, le front: the forehead, les joues: the cheeks, le menton: the chin</p> <p>Arms and Hands, le bras: the arm, la main: the hand, les doigts: the fingers, le pouce: the thumb Legs and Feet la jambe: the leg, le pied: the foot, les orteils: the toes</p> <p>RE - Christian, fully human, fully divine, incarnation, miracles, resurrection, pilgrimage, power, prayer, 'signs' of the divinity of Jesus</p>



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Week: 3	Subsidiary question:
<p>Topic Driver knowledge & skills Geography –What is the water cycle and why is it important?</p>	<p>Secondary Subject knowledge & skills DT- LO: To apply the findings from research to develop a unique product.</p> <p>Computing- LO: To plan a soundtrack program.</p> <p>PSHE- We are learning what makes a good friend. We are learning how friends help us solve problems. We are learning why it is important to show gratitude to friends.</p> <p>MFL- LO: Say and write simple sentences for a physical description.</p> <p>RE - LO: To understand that some Christians go on pilgrimages to places associated with miracles</p> <p>Science- LO: To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Music- See Lancashire music plan</p>



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Week: 4	Subsidiary question:
<p>Topic Driver knowledge & skills Geography – What the major rivers in Brazil and in my region?</p>	<p>Secondary Subject knowledge & skills</p> <p>DT- LO: To develop a DIY kit for another individual to assemble their product.</p> <p>Computing- LO: To program a soundtrack.</p> <p>PSHE- We are learning how Active Listening can help us to relate to others. We are learning how Active Listening can help us to stop, understand and consider.</p> <p>MFL- LO: Follow a simple sequence of physical movement commands</p> <p>RE - To understand that belief in miracles and the power of prayer influences Christian behaviour</p> <p>Science- LO: To be able to demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Music- See Lancashire music plan</p>
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Week: 5	Subsidiary question:
<p>Topic Driver knowledge & skills Geography – What are the mountains in Brazil and in my region?</p>	<p>Secondary Subject knowledge & skills</p> <p>DT- Review</p> <p>Computing- LO: To program music for a specific purpose.</p> <p>PSHE- Review and recap.</p> <p>MFL- Communicate a simple sequence of physical movement commands.</p> <p>Science- LO: To be able to explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p> <p>Music- See Lancashire music plan</p>
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Week: 6	Subsidiary question: Assessment KAHOOT.
<p>Topic Driver knowledge & skills Geography – What are the key differences between my region and the northern Brazil region?</p>	<p>Secondary Subject knowledge & skills DT-</p> <p>Computing-</p> <p>PSHE- assessment</p>



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	<p>MFL- assessment</p> <p>RE -</p> <p>Science-assessment</p> <p>Music- See Lancashire music plan</p>
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