




## Castercliff Primary Academy – Medium Term Plan.



<b>Year Group: 5</b>	<b>Overarching Question - Why are life cycles important?</b>	
<b>The City of Ember</b>		
Geography - Climate Zones, Vegetation Belts & Biomes – Temperate Woodland (field work- climate data gathering)	PSHE – My Happy Mind	
R.E. - Christianity (Church) – How do people decide what to believe?	Science – Living Things & Their Habitats (inc life-cycles)	
Art - Architecture – Sculpture/Craft and Design	MFL – At the Doctors & Jungle Animals	
PE - Striking and Fielding Rounders, Physical Competitions & Challenges	Computing – Data Handling – Mars Rover 2	
Music - Composition		
		<b>Relate</b>
<b>Class Novel</b>		<b>English</b>
5BC: Far From Home		
5NA: The City Of Ember	Text: The City Of Ember	<b>Enrichment</b> Trip to Chester Zoo



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Week: 1	Subsidiary question:
<p><b>Topic Driver knowledge &amp; skills</b>  <b>Geography:</b>            LO: To know the difference between weather and climate.</p>	<p><b>Secondary Subject knowledge &amp; skills</b>  <b>Art-</b> LO: To apply observational drawing skills to interpret forms accurately.</p> <p><b>Computing-</b> LO: To recognise how bit patterns represent images as pixels.</p> <p><b>PSHE-</b> My Happy Mind</p> <p><b>MFL-</b> LO: I can say why I don't feel well.</p> <p><b>RE -</b> LO: To know what is meant by sources of authority.</p> <p><b>Science-</b> LO: To identify similarities and differences between life cycles.</p> <p><b>Music-</b> LO: To understand that music can be represented with colours.</p>
<p><b>Vocabulary-</b> Weather, climate, Equator, climate zone, desert, Mediterranean, polar, temperate, tropical, mountains, altitude, variable Biome, ecology, desert, forest, grassland, tundra, aquatic, climate, vegetation, fertile, soils, Climate, tropics, vegetation belt, temperature, precipitation, landscape</p>	<p><b>Vocabulary</b></p> <p><b>Art-</b> design, elevation, external, design intention, evaluate, design brief, futuristic, legacy, individuality, mono print, monument, perspective, observational drawing, symbolism.</p> <p><b>PSHE-</b> resilience, goals, self-esteem, meaningful goals, challenges, achievements, perseverance.</p> <p><b>MFL-</b> La jungle, une girafe, un serpent, un perroquet, un singe, un tigre, un elephant, petit, gros, grand, long, rapide, multicolore, terrible</p> <p><b>RE –</b> sacred texts, the Trinity, Father, Son, Holy Spirit, Apostle's creed, belief, church, unity.</p> <p><b>Science –</b> Life cycle, reproduce, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p>



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	<p><b>Music-</b> dynamics, graphic store, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds.</p> <p><b>Computing-</b> 3D, algorithm, binary image, CAD, compression, CPU, data, drag and drop, fetch, decode, execute, ID card, input, JPEG, memory, online community, operating system, output, pixels. RAM, RGB, ROM</p>
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Week: 2	Subsidiary question:
<p><b>Topic Driver knowledge &amp; skills</b>  <b>Geography –</b>            LO: To know what a biome is.</p>	<p><b>Art-</b> LO: To apply composition skills to develop a drawing into print.</p> <p><b>Computing-</b> LO: To explain how the data digital images can be compressed.</p> <p><b>PSHE-</b> My Happy Mind</p> <p><b>MFL-</b> LO: I can take part in roleplay at the doctors.</p> <p><b>RE -</b> LO: To understanding what the Apostles Creed means to Christians.</p> <p><b>Science-</b> LO: To explain the difference between asexual and sexual reproduction of plants.</p> <p><b>Music-</b> LO: To represent a piece of music as a graphic score.</p>
<ul style="list-style-type: none"> <li><b>Vocabulary-</b> Weather, climate, Equator, climate zone, desert, Mediterranean, polar, temperate, tropical, mountains, altitude, variable Biome, ecology, desert, forest, grassland, tundra, aquatic,</li> </ul>	<p><b>Art-</b> design, elevation, external, design intention, evaluate, design brief, futuristic, legacy, individuality, mono print, monument, perspective, observational drawing, symbolism.</p>



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climate, vegetation, fertile, soils, Climate, tropics, vegetation belt, temperature, precipitation, landscape

**PSHE-** resilience, goals, self-esteem, meaningful goals, challenges, achievements, perseverance.

**MFL-** La jungle, une girafe, un serpent, un perroquet, un singe, un tigre, un elephant, petit, gros, grand, long, rapide, multicolore, terrible

**RE** – sacred texts, the Trinity, Father, Son, Holy Spirit, Apostle’s creed, belief, church, unity.

**Science** – Life cycle, reproduce, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings

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**Week: 3**

**Subsidiary question:**

**Topic Driver knowledge & skills**

**Geography –**

LO: To know that a climate affects a vegetation belt.

**Secondary Subject knowledge & skills**

**Art-** LO: To apply an understanding of architecture to design a building.

**Computing-** LO: To identify and explain the fetch, decode and execute cycle.

**PSHE-** My Happy Mind

**MFL-** LO: I can understand some jungle animals in noun in French

**RE -** LO: To explore and learn about the Holy Trinity.



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	<p><b>Science-</b> LO: To understand the life cycle of a range of animals.</p> <p><b>Music-</b> LO: To create a vocal composition based on a picture.</p>
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**Week: 4**      **Subsidiary question:**



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<p><b>Topic Driver knowledge &amp; skills</b>  <b>Geography –</b>          LO: To know the features of a farm as a biome.</p>	<p><b>Art-</b> LO: To extend design ideas through research and sketchbook use.</p> <p><b>Computing-</b> LO: To learn the basics of using Tinkercad through tutorials.</p> <p><b>PSHE-</b> My Happy Mind</p> <p><b>MFL-</b> LO: I can listen and join in with a story about jungle <b>animals</b>.</p> <p><b>RE -</b> LO: To understand the similarities and differences between Christian denominations.</p> <p><b>Science-</b> LO To identify patterns in life cycles.</p> <p><b>Music-</b> LO: To create a vocal composition based on a picture.</p>
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<b>Week: 5</b>	<b>Subsidiary question:</b>	
<p><b>Topic Driver knowledge &amp; skills</b>  <b>Geography –</b>          LO: To know how a biome specifically lends itself to growing certain crops.</p>		<p><b>Secondary Subject knowledge &amp; skills</b></p> <p><b>Art-</b> LO: To explore and evaluate the intention of a design.</p> <p><b>Computing-</b> LO: To design a functional tyre for the Mars rover using Tinkercad.</p> <p><b>PSHE-</b> My Happy Mind</p> <p><b>MFL-</b> LO: I can write a sentence to describe a jungle animal.</p> <p><b>RE -</b> Assessment</p> <p><b>Science-</b> LO: To explain how range of plants reproduce.</p> <p><b>Music-</b> LO: To create a piece of music inspired by a single colour.</p>
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**Week: 6**

**Subsidiary question: Assessment KAHOOT.**

**Topic Driver knowledge & skills**

**Geography – What are the key differences between my region and the northern Brazil region?**

**Secondary Subject knowledge & skills**

**Art-** Assessment

**Computing-** Assessment

**PSHE-** assessment



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	<p><b>MFL-</b> assessment</p> <p><b>RE -</b> Assessment</p> <p><b>Science-</b> Assessment</p> <p><b>Music-</b> LO: To work as a group to perform a piece of music.</p>
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**Castercliff Primary Academy. Proud to be part of the Pendle Education Trust.**

