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Garlinge Primary School & Nursery – Year 5 Medium Term Plan Term 6 2024-2025

Topic: Mountains

Lead Text: When the Mountains Roared

	WEEK 1 2.6.25 Gallery Art Work Hall & Corridor Shed of Science	WEEK 2 9.6.25	WEEK 3 16.6.25 Assessment week	WEEK 4 23.6.25	WEEK 5 30.25 Term 6 data Transition day Celebration event	WEEK 6 7.7.25 PP meetings	WEEK 7 14.6.25 Leavers assembly Year 6 disco
ENGLISH Linked to the year 6 lead text: When the Mountains Roared.	See weekly plan Recount – leaving Australia. <u>LI</u> : To use the past tense within a recount.	See weekly plan Setting description – Arriving in India <u>LI</u> : To use descriptive vocabulary to describe a scene.	See weekly plan Assessment Formal letter <u>LI</u> : To use informal vocabulary when writing a letter.	See weekly plan Assessment Formal letter <u>LI</u> : To use informal vocabulary when writing a letter.	See weekly plan NCR - Leopards <u>Ll</u> : To demonstrate formal vocabulary within a report.	See weekly plan Persuasive – Visiting India <u>LI</u> : To use persuasive language within my writing.	See weekly plan Mountain Poetry <u>Ll</u> : To demonstrate poetry style language.
MATHS	Position and direction	Decimals	Decimals	Negative numbers	Converting units	Volume	Consolidation
	See weekly plans	See weekly plans	See weekly plans	See weekly plans	See weekly plans	See weekly plans	See weekly plans
	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,
SPEAKING &	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,	S and L topic links,
LISTENING/	history, science and	history, science and	history, science and	history, science and	history, science and	history, science and	history, science and
PHILOSOPHY	maths.	maths.	maths.	maths.	maths.	maths.	maths.

	Animals Including	Animals Including	Animals Including	Animals Including	Animals Including	Animals Including	
	Humans	Humans	Humans	Humans	Humans	Humans	
SCIENCE	To be able to describe the changes as humans develop from birth to old age. Children will be introduced to the new topic and discuss what they already know and want to find out about animals including humans.	To be able to describe the changes as humans develop from birth to old age. Children to produce a timeline in their books about the human life cycle.	To identify the ways that humans change during different stages of the life cycle. Experiment: children in groups are to visit each class and request to measure 2 children – boy and girl – from reception to year 5. They will then use this information to create a graph on the children's heights and suggest what their results indicate.	To compare the gestation period of different animals. Maths link lesson to statistics – to be able to interpret graphs, tables and charts and make suggestions based upon the data.	To identify the changes that happen to the body as humans become old. Follow the KLZ lesson plan	To identify the changes that happen to the body as humans become old. Finishing off any outstanding science work. Follow the KLZ lesson plan Question time – Any questions based on the learning they have done this year in Science?	
ECO LINKS						Snow leopard conservation linked to this week's writing about visiting India.	
HISTORY (Geography led term.)							

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	<u>Mountains</u>	<u>Mountains</u>	<u>Mountains</u>	<u>Mountains</u>	<u>Mountains</u>	<u>Mountains</u>	<u>Mountains</u>		
	Where are the Worlds' major mountain ranges? What is a mountain?	What are the physical features of mountains?	What is the climate like in mountains?	Why do people live in mountains?	Why do people visit mountains? What impact does tourism have?	LI: To consolidate my knowledge on mountains	Recap lesson – quiz of the last few weeks learning on mountains.		
GEOGRAPHY	LI: To understand what a mountain is and where they are in the world.	LI: To draw and describe the key features of a mountain	LI: To describe a mountainous climate. Children answer	LI: To understand how animals and plants have adapted to a mountain climate. Children study how	LI – To recognise the economic, social and environmental effects of tourism on an area. Children study the	Children to create a fact file on their chosen mountain.			
	Children label a map with major mountain ranges and answer questions on them.	Children draw a mountain and label its key features. (valley, summit, foot, slope, outcrop, ridge, tree line, snow line, plateau)	questions about the climate in mountains	humans and animals are adapted to mountain life and how they can conflict with one another.	economic, social and environmental effects of tourism on an area. Link to local area.				
COMPUTING	Coding Unit 1.1 - Instructions Aims To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code. Success Criteria Children can use simplified code to make their programming more efficient. Children can use variables in their code. Children can create a simple playable game.	 Coding Unit 1.2 - Objects and Actions To use code to make a computer program. To understand what objects and actions are. Success Criteria Children can create a program using code blocks. Children can use object and action code blocks. 	 Coding Unit 1.3 - Events Aims To understand what an event is. To use an event to control an object. Success Criteria Children can create a simple program using code blocks. Children can use event, object and action code blocks. 	 Coding Unit 1.4 - When Code Executes Aims To understand what an event is. To begin to understand how code executes when a program is run. Success Criteria Children can create a simple program using code blocks. Children can use event, object and action code blocks. Children can notice when their code executes when their program is run 	 Coding Unit 1.5 - Setting the Scene To understand what backgrounds and objects are. To understand how to use the scale attribute (property). <u>Success Criteria</u> Children can edit a scene by adding, deleting and moving objects. Children can change the size of objects using the attributes (properties) table. 	Coding Unit 1.6 - Using a Plan Aims • To plan a computer program. Success Criteria • Children can create a design plan for their Free Code Scene program.	Coding Unit 1.6 - Using a Plan Aims • To make a computer program Success Criteria • Children can use code to make the program they have designed work.		

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ART & DESIGN	Mountain art	Mountain art	Mountain animal art	Arts Week Displays	Leopard art		
DESIGN TECH							
PE	Intra Sport Strike and field LI-To use Perseverance to bowl and bat <u>Small sided games</u> LI- Attacking and defending in Football	Intra Sport Strike and field LI- To use Teamwork when fielding Small sided games LI- Attacking and defending in Handball	Strike and field LI- To use Teamwork to play a game of cricket Small sided games LI- Attacking and defending in Dodgeball	Intra Sport Strike and field LI-To use Perseverance to bowl and bat Small sided games LI- Attacking and defending in Touch Rugby	Intra Sport Strike and field LI- To use Teamwork when fielding Small sided games LI- Attacking and defending in Bullseye	Intra Sport Strike and field LI- To use Teamwork to play a game of Rounders Small sided games LI- Attacking and defending in king of the castle	FUN GAMES AND ACTIVITIES Kick rounders for example
PMFL	<u>Salut</u> The environment The weather	<u>Salut</u> The environment The pond	<u>Salut</u> The environment The garden	Salut The environment In the garden	<u>Salut</u> The environment Rubbish	<u>Salut</u> The environment Problems in the pond	<u>Salut</u> The environment Catch up
MUSIC	<u>Music</u> Ukuleles and singing	<u>Music</u> Ukuleles and singing	<u>Music</u> Ukuleles and singing	<u>Music</u> Ukuleles and singing	<u>Music</u> Ukuleles and singing	<u>Music</u> Ukuleles and singing	<u>Music</u> Ukuleles and singing
RE	<u>RE</u> If God is everywhere why go to a place of worship? LI : What is a place of worship? What is it for?	<u>RE</u> If God is everywhere why go to a place of worship? Ll: What is a Christian place of worship? What is it for?	<u>RE</u> If God is everywhere why go to a place of worship? LI: What is a Hindu place of worship? What is it for?	RE If God is everywhere why go to a place of worship? LI: What is a Jewish place of worship? What is it for?	<u>RE</u> If God is everywhere why go to a place of worship? LI: Are people more important than the place?	<u>RE</u> If God is everywhere why go to a place of worship? LI: What is a place of worship? What is it for?	<u>RE</u> If God is everywhere why go to a place of worship? LI : What does a place of worship mean to believers?

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	RSE	RSE	RSE	RSE	RSE	RSE	RSE
	Kapow Lesson 1- Online	Kapow Lesson 2- Staying	Kapow Lesson 3- Puberty	Kapow Lesson 3- Puberty	Growing into adulthood	Growing into adulthood	Growing into adulthood
	Friendships	safe online			and preparing for	and preparing for	and preparing for
	https://www.kapowprima	https://www.kapowprima	Discuss why puberty	Discuss why puberty	reproduction	reproduction	reproduction
	ry.com/subjects/rse-	ry.com/subjects/rse-	happens at different rates	happens at different rates			
	pshe/upper-key-stage-	<u>pshe/upper-key-stage-</u>	and empathising with this	and empathising with this	Menstrual cycle and	Sanitary protection,	
PSHE	2/year-5/safety-and-the-	2/year-5/safety-and-the-	fact – Learn about	fact – Learn about	premenstrual tension	personal hygiene during	
	changing-body/lesson-1-	changing-body/lesson-2-	preparation of a woman's	preparation of a woman's		menstruation and	Shaving, washing and
	online-friendships-2/	staying-safe-online-2/	body for birth, changes in	body for birth, changes in	Erections	predicting periods.	hygiene.
			a boy's body	a boy's body			
					Use Kapow to support	Wet dreams.	
						Use Kapow to support	