

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS



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Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science: My Family and other Animals.	<p>Ask relevant questions, and use different types of scientific enquiries to answer these questions. Set up simple and practical enquiries. Gather, record, classify and present data in a variety of ways to help to answer questions. Record findings using simple scientific language, drawings, and labelled diagrams. Report findings from enquiries, including oral and written explanations of results and conclusions. Identify similarities, differences and changes related to simple scientific ideas and processes.</p>	<p>To learn to recognise what we need in a healthy diet.</p> <p>To explore a model to show how our digestive system processes food that we eat.</p> <p>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>To describe the changes as humans develop to old age.</p> <p>To describe the function of blood and blood vessels.</p>	<p>Week 1: Knowledge Harvest. Pupils to watch video on a new snack bar. As members of a Scientific Advisory Committee, pupils to record and organise facts and opinions and compare information with other snack bars. Pupils to decide whether to advise company to ban, licence or endorse snack bar.</p> <p>Week 2: Follow the path of a dry and moist food through the human digestive system using everyday items to represent this. Pupils to label the different parts of the digestive system on their diagram.</p> <p>Week 3: Pupils to use everyday items to represent the main components of blood and make their own. Record correct definitions of main components.</p> <p>Week 4: Puberty workshop exploring human lifecycle.</p> <p>Week 5: Pupils to scan and make notes to create information text describing the function of red blood cells, platelets and plasma. Create pie chart (linked to statistics learning) showing composition of blood by volume.</p>
Art	<p>DT</p> <p>Using pneumatics to make</p>	<p>Design a pneumatic system</p> <p>Use the power of compressed air to make something move</p>	<p>Week 1-3: Design and create a pneumatic puppet</p>

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	<p>a moving animal puppet</p> <p>ART</p> <p>Monoprint</p> <p>Sketching</p>	<p>Select appropriate equipment and materials to build a working pneumatic system. Assemble their pneumatic system within the housing to create the desired motion. Create a finished pneumatic toy that fulfils the design brief. Evaluate the design.</p> <p>Create an accurate image showing fine detail. Experiment with printing inks to create different effects.</p> <p>Chose a style of drawing suitable to depict movement and perspective.</p>	<p>Evaluate</p> <p>Week 5: Monoprint of animals</p> <p>Week 6: Sketches of animals</p>
<p>RE</p>	<p>How do people make valid judgements about how and why the world is as it is?</p> <p>Pupils will be able to explain the idea of God as the Creator and the place of humans in creation.</p> <p>Pupils will show an understanding of why some Christians find science and faith compatible.</p> <p>Pupils can respond to the idea that humans have great responsibility for the Earth.</p>	<p>Understand that different people hold different views on creation.</p> <p>To know some scientists in history are also Christians.</p> <p>To begin to see that the Creation Story reveals something about the nature of God.</p>	<p>Week 1: Creation Story vs. Scientific Theory</p> <p>Week 2: Christian Scientists</p> <p>Week 3: Text of Genesis (Poetic)</p> <p>Week 4 – 6: Art related to the book “Window” by Jeannie Baker</p>

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<p>Computing</p>	<p>Create a website by using publishing application tools.</p> <p>Understand computer networks including the internet, and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciating how results are selected and ranked, and being discerning when evaluating digital content.</p> <p>Select, use and combine a variety of software to design and create a range of content that presents data and information.</p>	<p>To know how to use a website creation application through tinkering.</p> <p>To use tinkering – trying out something new to work out what it is and what it does, with logical reasoning.</p> <p>To tinker with Google Sites to learn about various tools and uses.</p> <p>To create my own website, which can be viewed using a web browser on a computer connected to the Internet.</p> <p>To apply what I have learnt through tinkering when I create my websites.</p>	<p>Week 1: Can I plan a design of my own website?</p> <p>Week 2: Can I explain what different website publishing tools do?</p> <p>Week 3: Can I use website publishing tools to create content?</p> <p>Week 4: Can I use website publishing tools to edit content?</p> <p>Week 5: Can I research facts and global issues about animals through online resources?</p> <p>Week 6: Can I improve and share my website?</p>
<p>Music</p>	<p>Listening to a range of music and identifying similarities/differences. Singing animal songs including those from other traditions and canons.</p>	<p>All children will listen to a range of classical music related to animals. They will develop their coordination and ability to use their bodies to create sounds and patterns. Some children will develop their understanding of how composers use instruments, patterns in music and rhythms to portray animals. Children will learn a range of songs (including rounds) related to animals.</p>	<p>Week 1: Listen to Carnival of the animals (Swan in all assemblies, Elephant on Wed) movement intro. Intro Nyngara (A Sackful of Songs), Mud, mud, Kookaburra. Intro. Cupped hands clap and 3 (clap, tap, tap (chest)</p>

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	<p>Developing body percussion.</p>		<p>Week 2: Listen to Lark Ascending (assemblies) Peter and the wolf (Birds theme) on Wed. https://www.youtube.com/watch?v=aqZRHv7iqfQ Intro the flute. Body percussion https://www.youtube.com/watch?v=ssZ6RNwyT3c (from 5 mins). Songs as above plus Week 3: Intro Flight of the bumble bee. Body percussion and songs as above. Intro The Lion Sleeps Tonight. Week 4 – 6: Repeat Listening from Week 1-3: Further develop singing and body percussion – as above.</p>
<p>Spanish</p>	<p>Listen and understand more complex phrases. Recognise patterns in simple sentences. Develop accuracy in intonation and pronunciation. Integrate language into what has been previously learned and practice speaking with partners.</p>	<p>Most children will: listen to a story or poem and identify key words and phrases from the unit; create a short poem alone or with a partner and read this aloud, with reasonable pronunciation. Some children will not have made so much progress and will: need to refer to visual clues when listening to a story or poem; copy using words or short phrases. Some children will have progressed further and will: write a poem and read it aloud with accurate pronunciation; research new vocabulary using a bilingual dictionary.</p>	<p>Week 1: Revise colours and begin to describe the items, using colours as adjectives, in Sorolla’s painting Pescadores valencianas Week 2: Intro verbs and ask and answer questions about the painting. Extend sentences using ‘y’. Week 3: Introduce a different beach scene. Children will write sentences about it using what they know. Week 4: Introduce other beach scenes in UK/Spain and describe using additional vocab. Children to listen to and highlight familiar words in La Playa text. Week 5: Create class poem about a beach scene. Consider plural forms.</p>

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			Week 6: Children create their own poems (poss. in pairs) about Pescadores valencianas.	
PE	Kwik Cricket - Throwing and stopping a ball. Bowling a cricket ball	Begin to use fielding techniques with throwing and stopping and scooping up the ball.	Weeks 1-6	
	Batting	Throwing over/under arm and catching over various distances. Bowl, attempting to hit the wicket using over/under arm. hit a moving ball with control and some distance.		
	Tennis - movement, footwork positions. skills using a tennis racket Serving Tennis ball into a target.	Move in a variety of directions using footwork. when hitting the ball keep on toes using quick feet. Hit/bounce a ball with control when moving a different speeds and with a partner. Serve diagonally with over/under arm into a target and over a net.		Weeks 1-6
	NFL - handoffs, drills, skills and games.	To demonstrate and describe three passing roots, hook, slant and fade. - Demonstrate and describe three football plays		Weeks 1-6
PSHE/RSE	'Relationships' Know how to make friends. Try to solve friendship problems when they occur. Help others to feel part of a group. Show respect in how they treat others.	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I understand that belonging to an online community can have positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can explain how to stay safe when using technology to communicate with my friends.	Week 1: Recognising Me Week 2: Safety with Online Communities Week 3: Being in an Online Community Week 4: Online Gaming Week 5: My Relationship with Technology - Screen Time Week 6: My Relationship - Staying Safe and Happy Online	

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Enrichment	<p>Know how to help themselves and others when they feel upset or hurt.</p> <p>Know and show what makes a good relationship.</p>		
	<p>Buddy Reading: Weekly 20 minute session between Class 4 and Class 1 to develop love of reading and promote relationship between each reading buddy pair.</p> <p>Whole school assembly on Climate Change.</p> <p>Learning Maypole dancing to perform at Sunningwell Spring Fayre.</p> <p>Year 5 and 6 Puberty Workshop led by Abingdon Mental Health and Wellbeing Coordinator.</p> <p>Year 5 and 6 Girls Cricket Afternoon Event.</p> <p>Year 5 and 6 NFL All Day Tournament.</p> <p>Year 5 'Let's Communicate' Event hosted by Abingdon School.</p> <p>Year 6 'Junior Citizens' Event hosted by Junior Citizens Trust about safety education for children.</p>		