

## SCIENCE

**Attainment Target:** 1<sup>st</sup> half term – Healthy Bodies  
(not completed Autumn term)

### **Working scientifically**

- \* planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- \* taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- \* recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- \* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- \* identifying scientific evidence that has been used to support or refute ideas or arguments

### **Animals including humans**

- \* identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- \* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- \* describe the ways in which nutrients and water are transported within animals, including humans

### **Lessons/activities:**

- \* nutritional effects – early ideas – James Lind - Scurvy
- \* food labels – different food groups, healthy balanced meals
- \* heart matters
- \* exercise effects
- \* moving muscles
- \* drugs and medicines

**Attainment Target:** 2<sup>nd</sup> half term – Properties and Changes of Materials

### **Working scientifically**

- \* planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- \* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

### **Properties and changes of materials**

- \* know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- \* use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- \* give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- \* demonstrate that dissolving, mixing and changes of state are reversible changes
- \* explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

### **Lessons/activities:**

- \* recover a substance from a solution following dissolving
- \* reversing processes through filtering, sieving and evaporating
- \* changes to form new materials
- \* irreversible changes following heating or cooling
- \* grouping materials based on properties



## Medium Term Plan Spring Term 2018



**Victorians**  
**Year 5-6**



## GEOGRAPHY

### **Attainment Target:**

#### **Locational knowledge**

- \* locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

#### **Geographical skills & fieldwork**

- \* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### **Lessons/activities:**

- \* Investigating the countries that were a part of the British Empire during the Victorian era
- \* Locating and identifying countries and continents on a map

## HISTORY

### **Attainment Target:**

- \* a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### **Lessons/activities:**

- \* Who was Queen Victoria?
- \* What was the Industrial Revolution?
- \* What was invented during the Victorian era?
- \* What was public health and medical care like during the Victorian era?
- \* What did the Victorians do during leisure time?

## COMPUTING

### **Attainment Target:**

- \* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- \* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### **Lessons/activities:**

- \* Planning a multimedia presentation about a particular aspect or aspects of daily life in Victorian Britain
- \* Adding text, images, sounds, etc. to a presentation
- \* Writing the biography of a famous Victorian
  - Use the internet to find information
  - Use word processing to create a biography

## DESIGN and TECHNOLOGY

### **Attainment Target:**

#### **Design**

- \* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- \* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### **Make**

- \* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- \* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### **Evaluate**

- \* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- \* understand how key events and individuals in design and technology have helped shape the world

#### **Technical knowledge**

- \* apply their understanding of how to strengthen, stiffen and reinforce more complex structures

### **Lessons/activities:**

- \* Finding out who Isambard Kingdom Brunel was and what he was famous for
- \* Designing, creating and evaluating a model suspension bridge based on the designs of Brunel
- \* Looking at examples of traditional Punch and Judy puppets
- \* Designing, making and evaluating a Punch and Judy puppet

## ART and DESIGN

### **Attainment Target:**

- \* use sketchbooks to review and revisit ideas
- \* to improve their mastery of art and design techniques, including drawing/painting/sculpting with a range of materials
- \* about great artists/designers in history

### **Lessons/activities:**

- \* Exploring key works of the Pre-Raphaelite movement
- \* Creating artwork based on the Pre-Raphaelites
- \* Finding out what the Arts and Crafts movement was and how it was characterised
- \* Exploring the artwork, especially the wallpapers, of William Morris
- \* Finding out about the art of decoupage & why it was popular during the Victorian era

### **Subjects to stand alone with separate MTP**

- \* **Physical Education** - gymnastics
- \* **Music** - Victorian Music Hall songs
- \* **RE** – Why should people with a religious faith care about the environment?
- \* **SMSC, SEAL, RSE, LGBT+** - Food adverts and their impact, Getting on and falling out, E-safety