

## Medium-Term Planning 2021-22

Whole-school focus – Autumn 2021: **DISCOVER**

### Physical Development

#### PE

This term, the children will develop a range of skills through the game of netball with a focus on the athlete Geva Mentor. Children will learn the three types of passes used in netball (chest, bounce and overhead) and develop their receiving and shooting skills. They will consider both the rules of footwork and the general rules of the game including how to attack and defend. Throughout, children will use teamwork and communication to evaluate their own and others' performance.

#### French

In Year 5, children will recap the name of days, months, numbers, colours and simple greetings.

In Year 6, children will recap the names of food and drinks and be able to share their likes and dislikes.

### Creative Development

#### Art

To begin, children will design, create, use and review a printing block which will show hieroglyphics of their own making. Children will then move on to create portraits, using both pencil and paint, of famous Tudors.

#### Music

Year 5 children will learn to play the ukulele with increasing accuracy, fluency and control. In Year 6, children will choose from a variety of brass instruments to play solo and ensemble pieces.

### Information Technology

The term will begin with a review of our own online learning platform, Seesaw. The children will explore and use its features to assist in their independent homework challenges. Children will also learn how to present and work with flowcharts, and format their work in different ways.

### Knowledge and Understanding of the World

#### History

Our key question this term is 'Do all people share a history?' The children will conduct an in-depth study of the Maya Civilisation considering its place in history, how its society was formed and how the civilisation fell. The children will study and create their own timelines to gain an understanding of where and how the Maya Civilisation sits in our world history. By doing so, they will be able to compare this civilisation with other significant time periods including that of Tudor Britain. The children will discover how the Maya Civilisation was brought to an end and the role of Europe and European explorers in this.

#### Geography

In their study of the Maya Civilisation, children will use maps and atlases to identify environmental regions, key physical and human characteristics and major cities of the Mayan Empire. They will also compare the Maya land and territories to modern Mexico and Central America.

## Big Picture Question: Do all people share a history?

**Context:** Archaeology challenges  
**Authentic Outcome:** Review of work at showcase with archaeologist Dr Diane

Learning questions will be used for lessons, and they show the planned learning pathway for each area of the curriculum. They detail the knowledge, concept or skill to be developed.

### Science

#### Classification

By the end of this term, children will have learnt to describe how living things – including microorganisms, plants and animals - are classified into groups according to common observable characteristics and their similarities and differences. The children will use a range of scientific vocabulary to provide justification for classifying plants and animals based on specific characteristics.

A variety of resources will be used, including secondary sources, to support children's learning. They will also present their findings in different ways with a specific focus on Venn diagrams, Carroll diagrams and keys.

The key groups that children will need to be able to identify are: fish, amphibians, reptiles, birds, mammals and invertebrates. Children will also need to describe the characteristics of insects, spiders, snails, worms, micro-organisms and flowering and non-flowering plants.

### Personal Development

#### RE

#### Christianity and Sikhism

This term, the children will study and compare the 'Life Journey' of those who belong to the Christian faith and those who belong to the Sikh faith. The children will identify and describe important life events, celebrations and services including birth, initiation, marriage and death.

#### PSHE

#### Relationships

During this term, the children will focus on relationships and think about getting on with others; understanding confidentiality; listening to others, raising concerns and challenges; understanding what makes people the same and different and recognising and challenging stereotypes, discrimination and bullying.

#### British Values

#### Democracy, Rule of Law and Mutual Respect

Our assemblies and circles this term will encourage children to ask clarifying questions and discuss their ideas about the above.