

Medium Term Planning: Spring 1 2019

Year 5

The topic for this term is:		The launch event for this topic will be:						
Investigating India		A workshop for pupils in the school hall to immerse them into the different beliefs, cultures and ways of life in India.						
The end of the term mini-project linking & applying knowledge is:					The visitor from employment, linked to the knowledge acquired this term, will be:			
Children will take part in an Indian drumming workshop during the topic. Children will perform the skills learnt at the end of the day to parents/ carers.					On Tuesday 8 th January 2019, parents of Year 5 pupils are visiting to run activities during the launch workshop. Mr Thyigguara is preparing a presentation to deliver to the children about his experiences of growing up and living in India.			
Class trip/workshop linked to the topic:					Other information:			
Year 5 will take part in an Indian drumming workshop. Throughout the session, children will be introduced to various rhythms and beats and will use traditional Indian drums such as the Dohl drum.								
Wk commencing	07.01.19	14.01.19	21.01.19	28.01.19	04.02.19	11.02.19		
English	<p>Non Fiction Unit Pupils will explore and analyse a range of information texts, identifying the key features.</p> <p>Pupils will complete a range of reading comprehensions based on the topic of India focusing the specific skills such as: scanning for specific information and retrieving and recording information from non-fiction texts.</p>	<p>Non Fiction Unit Pupils will research and collect ideas for a report on India using skimming and scanning skills.</p> <p>At the end of the week, pupils will plan and draft their own report.</p>	<p>Non Fiction Unit Pupils will research a topic of their choice and will produce their own non chronological report.</p>	<p>Poetry Unit Pupils will be immersed into a range of poems. During reading comprehensions, pupils will focus on providing reasoned justifications for their views and will explicitly focus on inference and deduction.</p>	<p>Poetry Unit This week pupils will be focusing on poetic features of free verse poems.</p> <p>Pupils will discuss impact of authors' use of language on the audience.</p> <p>At the end of the week, pupils will draft their own free verse poem.</p>	<p>Poetry Unit- Rap Pupils will explore rap as a modern form of poetry.</p> <p>Children will identify themes and will discuss the impact of authors' use of language on the audience.</p> <p>At the end of the week, pupils will write and perform their own raps, using and applying knowledge of rhythm and beat from the Indian drumming workshop.</p>		
Mathematics	MEP	MEP	MEP	MEP	MEP	MEP		

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Science	Living things and their habitats Pupils will look at life changes in a variety of living things.	Living things and their habitats Pupils will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Living things and their habitats Pupils will describe the life process of reproduction in plants and animals.	Living things and their habitats Pupils will observe and compare the life cycles of plants and animals in their local environment with others around the world.	Living things and their habitats Pupils will watch David Attenborough's Blue Planet in order to understand the impact the word and humans is having on natural habitats around the world.	Living things and their habitats Pupils will research, plan and produce an autobiography of David Attenborough.		
History/Geography	Locate India on a world map. Pupils will look at the physical geography of India, investigating the different climate zones.	Pupils will research three cities: New Delhi, Mumbai and Kolkata. During the lesson they will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.	Pupils will continue to research three cities: New Delhi, Mumbai and Kolkata. During the lesson they will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.	Pupils will focus on the Dharavi slum. Children will gain an understanding of what the slum is like through video, images and audio clips. Pupils will discuss the different factors which contributed to the formation of the slums in India and how this has impacted on people's lives.	Pupils will investigate the similarities and differences in climate between London and New Delhi. Pupils will present this data in a range of graphs and charts.	Pupils will research the river Ganges looking at both the physical and human impact this has and comparing it with the River Mersey.		

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Art / DT	Pupils will be introduced to Mandala art and will look at the importance of this in Buddhism, Hinduism and other world faiths. The focus of the lesson is rotational symmetry -pupils will use grid lines and lines of symmetry to help them design their own symmetrical Mandala pattern.	Pupils will work in small groups and will be provided with large grid paper. They will work together to design a large scale symmetrical Mandala pattern, applying their knowledge of rotational symmetry from the previous lesson.	Pupils will use coloured sand to produce their large Mandala pattern as this is a medium often used by Buddhists.	Pupils will draw upon their knowledge of a range of Mandala patterns and designs to create their own.	Pupils will be given a choice of mediums to colour their Mandala pattern.	Pupils will be given a choice of mediums to colour their Mandala pattern.		
Religious Education World Views		Religions of India, focus: Hinduism.	Religions of India, focus: Hinduism.	Religions of India, focus: Hinduism.	Religions of India, focus: Hinduism.	Religions of India, focus: Hinduism.		
Computing	We are Artists	We are Artists	We are Artists	We are Artists	We are Artists	We are Artists		
Music		Pupils will listen to, compare and contrast traditional music from Britain	Pupils will be given images of 5 traditional Indian instruments: tabla,	Pupils will explore clapping rhythms inspired by Indian music.	Pupils will listen to examples of rhythms played on table and Indian bells from			


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		and India.	tanpura, sitar, flute & sarod. Pupils will listen to each instrument and discuss how these instruments similar/different to Western instruments.		Gujarat (Southern India). Pupils will imitate rhythm and perform to class.			
PE	<u>L.O To understand the basics elements of the style/genre</u> <u>To learn the basic Bollywood movements (3x8)</u> Pupils will learn what Bollywood is and where it is from. They will focus on some of the movements and learn some of the key elements of the style of dancing.	<u>L.O To understand the key performance skills for Bollywood dance.</u> <u>To rehearse the previously learnt material (3x8)</u> <u>To understand formations in dance</u> Pupils will recap and practise the movements from the previous week as well as grasping most of the new movements of this	<u>L.O To add formations into the sequence</u> <u>To add pathways into the sequence to link formations</u> Pupils will learn what pathways are and, with direction, will apply them to the sequence. Pupils will have the opportunity to take on a lead learner role, directing the group and coming up with a number of pathways which fit	<u>L.O To add canon to the sequence to make it even more interesting</u> Pupils will learn what a canon is and will apply this to their dance routine. Pupils will have time to rehearse their routine in preparation for the performance next week.	<u>L.O To give a final performance</u> <u>To be assessed on your work</u> Pupils will perform their linked sequence to the class showing evidence of performance skills appropriate to the style of dance. All dances will be filmed for reflection, self and peer assessment the following week.	<u>L.O To peer assess each other and give next steps of how to further improve the dance routine.</u> Pupils will watch the dance routines from the previous week, offering praise and ideas for development, drawing on their knowledge of Bollywood dancing.		

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		style of dance. Pupils will work in small groups to discuss ideas for formations.	the style.					
PSHE/RSE	Health and well being	Health and well being	Health and well being	Health and well being	Health and well being	Health and well being		
MFL	Clothes and colours	Clothes and colours	Clothes and colours	Clothes and colours	Clothes and colours	Clothes and colours		



Linking knowledge across subjects

Summarise where you will make links between the learning in different subjects



Learning about Liverpool

If applicable, summarise how this topic will develop pupil's knowledge on the city of Liverpool