

Discrete session planning Spring 2021			
PE	Computing	Religious Education	PHSCE -
Using a range of activities design to raise fitness. Following Real PE Schemes and other online resources.	For Year 5/6 - Young Authors Children to develop a story idea in small groups to create a storyboard. The children will then use Book Creator or Slides and Drawings to create their own e Book including text, illustrations and audio. IT2 - use search technologies effectively. IT3- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs. DL5 - Use technology safely, respectfully and responsibly.	Why do some people believe in God and some people not? In this unit we will be discussing this question and focussing on the beliefs of Humanists. Making sense of belief: Define the words 'theist', 'atheist' and 'agnostic'. Identify and explain what religious and non-religious people believe, saying where they get their beliefs from. Give example of reasons why people do or do not believe in God. Understanding the impact: Make clear connections between what people believe about God and the impact of this belief on how they live. Making connections: Reflect on and articulate some ways in which believing in God is valuable and ways it can be challenged. Consider and weigh up different views on theism, agnosticism and atheism.	Young Leaders Award- in conjunction with the Archbishop of York.
Spirituality opportunities	Value opportunities		
 <p>Using the outdoor classroom for reflection of the week and reading. Children sharing their experiences/things that make them happy to everyone - show and tell</p>	<p>Peace</p> <p>Collective worship Heart Smart Church value worship Stories at the end of the day Linking with perseverance</p> <p>Faithfulness</p> <p>Through stories and discussion Collective worship Discussion during challenges</p>	<p>Work</p> 	Researching tourism and how it adds to the economy of a country.
		<p>World</p> 	Researching what makes a city - how cities develop. Studying how the infrastructure of a city helps business. Use of atlases to locate cities.
		<p>Wellness</p> 	Keeping safe when travelling - taking pride in surroundings (linked with Young Leaders Award)

Geography

Human Geography

Identify geographical region and their identifying human and physical characteristics and land-use patterns, understand how some of these aspects have changed over time.

Describe and understand key aspects of human geography - type of settlement and land use - economy - food, minerals and water.

Use the 8 points of a compass - 4 and 6-figure grid references, symbols and key.

Use field work to observe, measure record and present the human and physical feature in the local area - include maps, plans etc.

English - coverage and genres

The London Eye Mystery - Siobhan Down

City Jungle - Pie Corbett

Reports

Non-Chrons

Narrative Writing

Poetry - descriptive

English NC objectives

Reading

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Writing

Plan their writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Précising longer passages

Using a wide range of devices to build cohesion within and across paragraphs

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by: assessing the effectiveness of their own and others' writing

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Ensuring the consistent and correct use of tense throughout a piece of writing

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Researching own cities – to produce a non-chron. Focus on the history of London as a city.

Year 5 & 6

Big Cities

Term 3: History of London

Term 4: Geography of Cities

Art

Studying the work of Gaudi

Mosaic - with paper and then with tiles

3D models of famous city landmarks

To improve their mastery of art and design techniques including drawing.

Create sketch books to record observations.

Improve mastery of paint with a range of materials.

Additional artist - Paul Klee

Science

Animals including Humans,

Describe the changes as humans develop to old age

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.

Light:

Recognise the light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them,

D&T - Mosaic panels

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 group

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.

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Music

Music from the Musicals - City themes

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Topic related maths

Planning a holiday - using timetables.

Conversion of money

Area and perimeter

Maths

Fractions, decimals and percentages.

Reading tables and graphs.

Number

Problem Solving