



Pear Tree
Primary School

Indigo Summer 1- Power vs Principle

Indigo Medium Term Planning Summer 1

	Week one 13.4.26	Week two 20.4.26	Week three 27.4.26	Week four 4.5.26	Week five 11.5.26	Week six 18.5.26
Significant dates	16.4.26- Safety Central visit			Bank Hol 6.5.26 10:30am-12:00pm Forest School	Yr 6 SATs week 13.5.26 10:30am- 12:00pm Forest School	20.5.26 10:30am- 12:00pm Forest School
Curriculum Pledge					Make a mexican meal	
English Reading	Mythologica by Steve Kershaw and Victoria Topping	Mythologica by Steve Kershaw and Victoria Topping	Mythologica by Steve Kershaw and Victoria Topping	Mythologica by Steve Kershaw and Victoria Topping	Mythologica by Steve Kershaw and Victoria Topping	Mythologica by Steve Kershaw and Victoria Topping
English Writing	The Man Who Walked Between the Towers Mordicai Gerstein	The Man Who Walked Between the Towers Mordicai Gerstein	The Man Who Walked Between the Towers Mordicai Gerstein	The Island Armin Greder	The Island Armin Greder	The Island Armin Greder
Maths	Shape	Shape	Shape	Position and direction	Position and direction	Decimals
Science	Lesson 1 LO: Compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity and response to magnets. WS: I can evaluate my	Lesson 2 LO: Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. WS: I can make predictions about which materials are soluble or	Lesson 3 LO: Use knowledge of solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. WS: I can use scientific language and	Lesson 4 LO: Demonstrate that dissolving, mixing and changes of state are reversible changes. WS: I can make careful observations when heating solutions. SE- I can compare how	Lesson 5 LO: Explain that some changes result in the formation of new materials and this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of	Lesson 6 LO: Give reasons based on evidence from comparative tests for the particular uses of everyday materials including metals, wood and plastic. WS: I can record my results in a table. Screen Clipping

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	test. SE- I can identify different materials and classify based on its properties.	insoluble. SE- I can identify the properties of different materials based on if they dissolve or not.	illustrations to discuss, communicate and justify scientific ideas. SE- I can make observations over time to see if materials can be separated.	reversible and irreversible materials act when heated and cooled.	soda. WS: I can plan my own investigation to test how materials react with each other. SE- I can notice patterns in my results.	SE- I can learn about famous scientists and what major discoveries they have made.
History	N/A					
Geography	LO: To locate the USA and Canada on a world map and atlas Be able to locate these countries on maps, in atlases and on globes <u>Starter</u> Maps, atlases and bullet point info. <u>Amazing Americas LI</u> Focus on North America To be able to name and locate North America countries such as USA, Canada, Mexico, Cuba and Guatemala etc.	LO: To locate and name the main countries in South America on a world map and atlas Be able to locate these countries on maps, in atlases and on globes <u>Flag work.</u> Wordl <u>Starter</u> <u>Amazing Americas LI</u> Focus on South America Be able to locate these countries on maps, in atlases and on globes	LO: To Describe key features of these countries (North and South America) such as hills, mountains, coasts and river <u>Label ranges</u> Twinkl Magnificent Mountains LI <u>Amazing Americas 3</u> <u>Label rivers</u>	Explain how countries are impacted by their topography Describe key features of these countries such as hills, mountains, coasts and river <u>Contour lines</u> <u>Contour island</u>	LO: Explain how culture differs between the two Americas Mexico- day of the dead. Making a meal. <u>Brazil- carnival time</u> <u>Indigenous people</u>	LO: Can they plan a journey to a place in another part of the world, taking account of distance and time? Explain how there are different time zones across the world and across the Americas. What is the reason for this? <u>Starter</u> <u>ppt</u> <u>Time zones</u> <u>Flight time calculator</u>
Computing	Spreadsheets	Spreadsheets	Spreadsheets	Coding	Coding	Coding
DT	LO: To understand and apply the principles of a healthy and varied diet Know how food is processed into ingredients that can be eaten or used in cooking.	LO: To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Know that all food is	LO: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Know how to prepare and cook a variety of savoury	LO: To describe what they do to be both hygienic and safe LO: To presented their product well Know that different food and drink contains		

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	Taste testing sauces for quesadillas	grown, reared and caught, both in the UK and the wider world. Know that seasons can affect food availability.	dishes safely and hygienically, including using a heat source. Know how to use a range of techniques including peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	different substances— water, nutrients, fibre – that are needed for health Know that recipes can be adapted to change their appearance, texture, aroma and taste.		
Art	N/A					
PE Invasion games	<p>Know: To be on the balls of my feet in anticipation (Year 5) To travel with my head up (Year 6)</p> <p>Show: Dodge (Year 5) Be aware of my environment and others (Year 6)</p> <p>Grow: Develop teamwork skills whilst working with others</p>	<p>Know: That I get a better view of the whole pitch when I get wide and sideways on (Year 5) That sometimes it is better to go backwards with the ball if nobody is free forwards (Year 6)</p> <p>Show: Adopt sideways on positions to receive the ball (Year 5) Use the full width of the pitch (Year 6)</p> <p>Grow: Explore honesty and its importance within PE and beyond</p>	<p>Know: When to attack and when not to (Year 5) How to create space for my teammates (Year 6)</p> <p>Show: Overlap and underlap (Year 5) Make runs which overload the other team's defence (Year 6)</p> <p>Grow: Explore inclusion and what it looks like in PE and beyond</p>	<p>Know: The importance of defending as an individual and as a team (Year 5) That I need to be alert in defence and always have one eye on the ball and one on my opponent (Year 6) That there are different ways to defend (Year 5 & 6)</p> <p>Show: Defend one-on-one (Year 5) Track an opponent playing 'player-to-player' defence (Year 6) Adopt a low press and defend a zone (Year 5 & 6)</p> <p>Grow: Develop teamwork skills whilst working with others</p>	<p>Know: Some strategies to cope with having fewer players than my opponents by having good shape and discipline (Year 5) That a goalkeeper can play as an additional defender if they are alert and prepared to come off their line (Year 6)</p> <p>Show: Pass attackers on to other defenders when they run across the pitch (Year 5) Come off my line, if I am in goal, to narrow the angle (Year 6)</p> <p>Grow: Explore honesty and its importance within PE and beyond</p>	<p>Know: To communicate with my fellow attackers to confuse defenders (Year 5) How to make use of extra players (Year 6)</p> <p>Show: Make diagonal runs to confuse defenders (Year 5) Be mobile and fluid in my attacking and not stick rigidly to one position (Year 6)</p> <p>Grow: Explore inclusion and what it looks like in PE and beyond</p>
PE Handball	Taught by North west Coaching					
PSHE	Engage L1	Engage L2	Engage L3	Engage L4	Buffer week	Buffer Week
Music	L1 Musical improvisation	L2 Improvising melodies	L3 Major and minor	L4 Colours and sounds	L5 Combining colour combinations	L6 Ancient sounds

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<p>RE Refer to RE MTP here</p>	<p>RE</p> <p>Enquiry – Creation & Science – conflicting or complimentary?</p> <p>Investigate by gathering, selecting, organising or refining questions and ideas about religions/non-religious viewpoints.</p> <p>Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints</p> <ul style="list-style-type: none"> I can compare religious and non-religious views about Creation. <p>See MTP here</p>					
<p>French</p>	<p>Out of This World I can fill out an ID card.</p>	<p>I can ask and answer several questions about myself.</p>	<p>I can use adjectives to describe planets.</p>	<p>I can read and understand a story about planets.</p>	<p>I can recall and use familiar vocabulary.</p>	<p>I can create a poster about an imaginary planet.</p>



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