



Churchill Park School

Mid Term Plan – Key Stage – Year 5/6 - Food and Festivals

	Week 1	Week 2	Week 3	Week 4	Week 5	
Science	<p>Lesson Objective: To explore and identify different materials</p> <p>Session Criteria: Sensory- I can explore objects and materials provided (S4) Support- I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rocks (S7) Core- I can identify other materials. E.g. brick, soil, paper, elastic (S9) Extension- I can recognise solids, liquids and gases based on their properties (S12)</p> <p>Suggested Activities- Look at different materials such as wood, metal, rock, plastic and glass. Have lots of different examples. What do they look like. Explore textures and edges.</p>	<p>Lesson Objective: To explore and identify different materials</p> <p>Session Criteria: Sensory- I can explore objects and materials provided (S4) Support- I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rocks (S7) Core- I can identify other materials. E.g. brick, soil, paper, elastic (S9) Extension- I can recognise solids, liquids and gases based on their properties (S12) LOTG - Go far a walk in the community or around the school, can they find different examples of these materials that we may use as every day objects.</p> <p>Suggested Activities- Look at different materials such as wood, metal, rock, plastic and glass. Have lots of different examples. What do they look like. Explore textures and edges.</p>	<p>Lesson Objective: To explore and identify different materials</p> <p>Session Criteria: Sensory- I can make predictions about everyday observable events (S6) Support- I can recognise distinctive features of objects (S6) Core- I can begin to distinguish between an object and the material from which it is made (S8) Extension- I can confidently state the material that an object is made from (S11)</p> <p>Suggested Activities- Experiments for icecream melting, what happens to objects when they heat, do they melt or do they expand and change colour. Look at what the objects are made off and what the material is made off.</p>	<p>Lesson Objective: To explore and identify different materials</p> <p>Session Criteria: Sensory- I can make predictions about everyday observable events (S6) Support- I can recognise distinctive features of objects (S6) Core- I can begin to distinguish between an object and the material from which it is made (S8) Extension- I can confidently state the material that an object is made from (S11) LOTG - leaving different materials outside, what effect does the weather have on them</p> <p>Suggested Activities- Experiments for icecream melting, what happens to objects when they heat, do they melt or do they expand and change colour. Look at what the objects are made off and what the material is made off.</p>	<p>Lesson Objective: To identify similarities and differences between properties of materials</p> <p>Session Criteria: Sensory- I can match objects and materials in terms of single features or properties such as temperature (S5) Support- I can sort materials according to a single criteria when the contrast is obvious (S6) Core- I can group a variety of everyday materials based on simple physical properties (S10) Extension- I can explain groupings of everyday materials based on simple physical properties (S11) I can confidently identify an object that is transparent or opaque, hard or soft, shiny or dull, bendy or not bendy, waterproof or not waterproof, absorbent or not absorbent (S11).</p> <p>Suggested Activities- Sorting materials into dry and wet groups. Are they transparent, opaque, shiny, dull, rough, smooth, stretch, stiff, bendy, water proof or absorbent.</p>	
		Week 6	Week 7	Week 8	Week 9	Week 10
		<p>Lesson Objective: To identify similarities and differences between properties of materials</p> <p>Session Criteria: Sensory- I can match objects and materials in terms of single features or properties such as temperature (S5) Support- I can sort materials according to a single criteria when the contrast is obvious (S6) Core- I can group a variety of everyday materials based on simple physical properties (S10) Extension- I can explain groupings of everyday materials based on simple physical properties (S11) I can confidently identify an object that is transparent or opaque, hard or soft, shiny or dull, bendy or not bendy, waterproof or not waterproof, absorbent or not absorbent (S11).</p>	<p>Lesson Objective: To compare similarities and differences between properties of materials</p> <p>Session Criteria: Sensory- I can sort objects into relative groups (S9) Support- I can group a variety of everyday materials based on simple physical properties (S10) Core- I can suggest a use for a material based on its properties (S11) Extension- I can compare and group together materials based on appearance and simple physical properties (S12)</p> <p>Suggested Activities- Look at what building are made out of different materials. Explore why.</p>	<p>Lesson Objective: To compare similarities and differences between properties of materials</p> <p>Session Criteria: Sensory- I can sort objects into relative groups (S9) Support- I can group a variety of everyday materials based on simple physical properties (S10) Core- I can suggest a use for a material based on its properties (S11) Extension- I can compare and group together materials based on appearance and simple physical properties (S12)</p> <p>Suggested Activities- Look at what building are made out of different materials. Explore why.</p>	<p>Lesson Objective: To show understanding that materials can be manipulated</p> <p>Session Criteria: Sensory- I can change materials by physical means and observe the outcomes (S4) Support- I can indicate the before and after a material changes (S5) Core- I can recognise that solid objects will change when using a physical means Extension- I can recognise that solid objects are affected by simple forces (S12)</p> <p>Suggested Activities: Playdough, cold and hot. Whats the difference in pliability. When manipulating materials can they change from solids to liquids to gases? Melting ice cubes, mixing flour with water.</p>	<p>Lesson Objective: To show understanding that materials can be manipulated</p> <p>Session Criteria: Sensory- I can change materials by physical means and observe the outcomes (S4) Support- I can indicate the before and after a material changes (S5) Core- I can recognise that solid objects will change when using a physical means Extension- I can recognise that solid objects are affected by simple forces (S12)</p> <p>Suggested Activities: Playdough, cold and hot. Whats the difference in pliability. When manipulating materials can they change from solids to liquids to gases? Melting ice cubes, mixing flour with water.</p>



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	<p>Suggested Activities- Sorting materials into dry and wet groups. Are they transparent, opaque, shiny, dull, rough, smooth, stretch, stiff, bendy, water proof or absorbent.</p>			Involved simple forces – squashing, bending, twisting and stretching.	Involved simple forces – squashing, bending, twisting and stretching.
	Week 11	Week 12	Week 13	Suggested home learning	
	<p>Lesson Objective: Assessment – To identify properties of different materials, comparing differences and similarities.</p> <p>Session Criteria: <i>Sensory- I can explore objects and materials provided (S4)</i> <i>I can sort objects into relative groups (S9)</i> <i>Support- I can group a variety of everyday materials based on simple physical properties (S10)</i> <i>Core- I can suggest a use for a material based on its properties (S11)</i> <i>Extension- I can compare and group together materials based on appearance and simple physical properties (S12)</i></p> <p>Suggested Activities- Ask the children to make towers out of different materials. Ask for specific details and requirements of the towers so they have to think about what they are making and explain why they have chosen specific materials.</p>	<ul style="list-style-type: none"> - Jump up week 	<ul style="list-style-type: none"> - Jump up week 	<ul style="list-style-type: none"> - Melting activities - Steaming activities - What happens when you put different materials in the freezer, fridge or left out - Making towers out of different materials - How does the material effect the tower you have made. 	



	Week 1	Week 2	Week 3	Week 4	Week 5
Physical Education	<p>Lesson Objective: To develop attacking skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can experience attacking skills in a competitive game situation with adult support. Support- I can demonstrate some attacking skills in a competitive game situation with moderate support. Core- I can demonstrate some attacking skills in a competitive game situation with minimal support. Extension- I can demonstrate some attacking skills in a competitive game situation.</p> <p>Suggested activities: Introduce the sport badminton. Talk through and demonstrate basic skills that are needed. Include attacking drills for badminton: flick, smash shot etc. Apply to a competitive game situation.</p>	<p>Lesson Objective: To develop defending skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can experience defending skills in a competitive game situation with adult support. Support- I can demonstrate some defending skills in a competitive game situation with moderate support. Core- I can demonstrate some defending skills in a competitive game situation with minimal support. Extension- I can demonstrate some defending skills in a competitive game situation.</p> <p>Suggested activities: Revisit basic skills in badminton from last week. Include defending drills for badminton: returning and passing etc. Apply to a competitive game situation.</p>	<p>Lesson Objective: To develop attacking skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can experience attacking skills in a competitive game situation with adult support. Support- I can demonstrate some attacking skills in a competitive game situation with moderate support. Core- I can demonstrate some attacking skills in a competitive game situation with minimal support. Extension- I can demonstrate some attacking skills in a competitive game situation.</p> <p>Suggested activities: Introduce the sport hockey. Talk through and demonstrate basic skills that are needed. Include attacking drills for hockey: interception, closing in on opponenets etc. Apply to a competitive game situation.</p>	<p>Lesson Objective: To develop defending skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can experience defending skills in a competitive game situation with adult support. Support- I can demonstrate some defending skills in a competitive game situation with moderate support. Core- I can demonstrate some defending skills in a competitive game situation with minimal support. Extension- I can demonstrate some defending skills in a competitive game situation.</p> <p>Suggested activities: Revisit basic skills in Hockey from last week. Include defending drills for Hockey: interception, goal coverage etc. Apply to a competitive game situation.</p>	<p>Lesson Objective: To develop attacking skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can experience attacking skills in a competitive game situation with adult support. Support- I can demonstrate some attacking skills in a competitive game situation with moderate support. Core- I can demonstrate some attacking skills in a competitive game situation with minimal support. Extension- I can demonstrate some attacking skills in a competitive game situation.</p> <p>Suggested activities: Introduce the sport Tennis. Talk through and demonstrate basic skills that are needed. Include attacking drills for Tennis: forehand shots, footwork etc. Apply to a competitive game situation.</p>
	Week 6	Week 7	Week 8	Week 9	Week 10
	<p>Lesson Objective: To develop defending skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can experience defending skills in a competitive game situation with adult support. Support- I can demonstrate some defending skills in a competitive game situation with moderate support. Core- I can demonstrate some defending skills in a competitive game situation with minimal support. Extension- I can demonstrate some defending skills in a competitive game situation.</p> <p>Suggested activities: Revisit basic skills in Tennis from last week. Include defending drills for Tennis: interception, backhand etc. Apply to a competitive game situation.</p>	<p>Lesson Objective: To develop attacking skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can show awareness of attacking skills in a competitive game situation with adult support. Support- I can implement some attacking skills in a competitive game situation with moderate support. Core- I can implement some attacking skills in a competitive game situation with minimal support. Extension- I can implement some attacking skills in a competitive game situation.</p> <p>Suggested activities: Introduce the sport football. Talk through and demonstrate basic skills that are needed. Include attacking drills for football: interception, closing in on opponenets etc. Apply to a competitive</p>	<p>Lesson Objective: To develop defending skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can show awareness of defending skills in a competitive game situation with adult support. Support- I can implement some defending skills in a competitive game situation with moderate support. Core- I can implement some defending skills in a competitive game situation with minimal support. Extension- I can implement some defending skills in a competitive game situation.</p> <p>Suggested activities: Revisit basic skills In football from last week. Include defending drills for football: interception, goal coverage,</p>	<p>Lesson Objective: To develop attacking skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can show awareness of attacking skills in a competitive game situation with adult support. Support- I can implement some attacking skills in a competitive game situation with moderate support. Core- I can implement some attacking skills in a competitive game situation with minimal support. Extension- I can competently implement attacking skills in a competitive game situation.</p> <p>Suggested activities: Introduce the sport cricket. Talk through and demonstrate basic skills that are needed. Include attacking drills for cricket: batting and bowling etc. Apply to a competitive game situation.</p>	<p>Lesson Objective: To develop defending skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can show awareness of defending skills in a competitive game situation with adult support. Support- I can implement some defending skills in a competitive game situation with moderate support. Core- I can implement some defending skills in a competitive game situation with minimal support. Extension- I can competently implement defending skills in a competitive game situation.</p> <p>Suggested activities: Revisit basic skills In cricket from last week. Include defending drills for cricket: fielding skills etc. Apply to a</p>



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		game situation.	footwork etc. Apply to a competitive game situation.		competitive game situation.
	Week 11	Week 12	Week 13	Suggested home learning	
	<p>Lesson Objective: Assessment – To demonstrate attacking and defending skills in a competitive sport.</p> <p>Session Criteria: Sensory- I can show awareness of attacking and defending skills in a competitive game situation with adult support. Support- I can implement some defending and attacking skills in a competitive game situation with moderate support. Core- I can implement some attacking and defending skills in a competitive game situation with minimal support. Extension- I can competently implement attacking and defending skills in a competitive game situation.</p> <p>Suggested activities: Select a sport that has been visited throughout the term Revisit it focusing on the attacking and defending skills that have been taught. The learners ao apply these to a competitive game situation.</p>	Jump up week	Jump up week	<ul style="list-style-type: none"> - Playing team sports such as netball, basketball, football cricket etc - Watching competitive sports and looking at how they are defending and attacking as a team - Join a local club to dvelopeop skills and learn new ones. 	