



Year 5 – Autumn 1 Medium Term Plan
Topic: Earth and Space



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Trusted adult list ● "This is me" wellbeing questionnaire ● Sign home-school links books ● Class charter (including 4 Rs and school rules) ● School Council elections ● House team Captain and Vice-Captain elections ● Subject reps (inform children) ● Autumn 1 Curriculum booklet for parents ● Buddy mentoring ● Performance management target setting ● New action plans ● Autumn term provision map ● Standards scrutiny ● Autumn 1 assessment week 	<ul style="list-style-type: none"> ● Macmillan Coffee Morning ● Black History Month ● School Photograph Day ● World Mental Health Day ● Harvest Festival 	<ul style="list-style-type: none"> ● Entry point STEM Solar System Model ● Exit point - Governors/Parents ● Class Story - Curiosity The Story of a Mars Rover, George's Secret Key to Universe ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading / Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus:</p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I read books that are structured in different ways? TLC: Can I summarise the main ideas drawn from more than 1 paragraph and identify key details that support the main ideas?</p> <p>TLC: Can I identify how language, structure and presentation contribute to meaning? TLC: Can I distinguish between statements of fact and opinion? TLC: Can I retrieve, record and present information from non-fiction?</p>	<p>Focus:</p> <p><u>Handwriting</u> TLC: Can I write legibly, fluently and with increasing speed? TLC: Can I choose which shape of a letter to use when given choices and decide whether or not to join specific letters? TLC: Can I choose the writing implement best suited for a task?</p> <p><u>Writing</u> Talk4Writing (Non Chronological Report)</p> <ul style="list-style-type: none"> ● Cold Task – Create a non chronological report about made up planet ● Imitate – Non chronological report (Mars text) ● Innovate – non chronological report (Saturn) 	<p>Focus:</p> <p><u>Grammar</u> (Revision from Year 4) TLC: Can I identify and use conjunctions? TLC: Can I identify and use modal verbs to indicate degree of possibility? TLC: Can I identify and use relative clauses beginning with who, which, where?</p> <p><u>Spelling</u> List coverage TLC: Can I spell words ending in tious and cious? List 3 TLC: Can I spell words ending in tious and cious? List 4 TLC: Can I spell statutory words? List 29 TLC: Can I spell statutory words? List 30</p>



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TLC: Can I participate in discussions about books that are read to me and those I can read for myself?
 TLC: Can I explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?
 TLC: Can I provide reasoned justifications for my views?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:

TLC: Can I listen and respond appropriately to adults and peers?
 TLC: Can I ask relevant questions to extend my understanding and knowledge?
 TLC: Can I use relevant strategies to build my vocabulary?
 TLC: Can I articulate and justify answers, arguments and opinions?
 TLC: Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?
 TLC: Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?
 TLC: Can I speak audibly and fluently with an increasing command of Standard English?
 TLC: Can I participate in discussions, presentations, performances, role play/improvisations and debates?
 TLC: Can I gain, maintain and monitor the interest of the listener(s)?
 TLC: Can I consider and evaluate different viewpoints, attending to and building on the contributions of others?

- Independent (Hot Task) - non chronological report about made up planet (Assessed piece in tracking)
- TLC: Can I create a non chronological report? (Cold task)
 TLC: Can I identify features of non-chronological report? (taught through Guided reading)
 TLC: Can I imitate a non chronological report?
 TLC: Can I text map a non chronological report?
 TLC: Can I recall a non chronological report?
 TLC: Can I plan, write and edit a non chronological report? (Innovate)
 TLC: Can I plan, write and edit a non chronological report? (Independent)

TLC: Can I spell statutory words? List 31
 TLC: Can I spell statutory words? List 32
 TLC: Can I spell statutory words? List 33

Maths

Focus:

Focus:

Focus:



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<p><u>Place Value</u> Cold Task - Place Value TLC: Can I explore numbers up to 10,000? TLC: Can I round numbers to the nearest 10, 100 and 1,000? TLC: Can I compare and order numbers up to 100,000? TLC: Can I round numbers within 100,000? TLC: Can I explore numbers to a million? TLC: Can I count in 10s, 100s, 1,000s, 10,000s and 100,000s? TLC: Can I compare and order numbers to a million? TLC: Can I round numbers to one million? TLC: Can I explore negative numbers? TLC: Can I explore Roman numerals to 1,000? Hot Task - Place Value</p>	<p><u>Addition and Subtraction</u> Cold Task - Addition and Subtraction TLC: Can I add two 4-digit numbers? TLC: Can I add whole numbers with more than 4 digits? TLC: Can I subtract two 4-digit numbers? TLC: Can I subtract whole numbers with more than 4 digits? TLC: Can I use rounding to estimate and approximate? TLC: Can I use inverse operation for addition and subtraction? TLC: Can I solve multi-step addition and subtraction problems? Hot Task - Addition and Subtraction</p> <p>Focus:</p> <p><u>Statistics</u> Cold Task: Statistics TLC: Can I interpret charts? TLC: Can I solve comparison, sum and difference problems using discrete data? TLC: Can I read and interpret line graphs? TLC: Can I draw line graphs? TLC: Can I use line graphs to solve problems? TLC: Can I read and interpret tables? TLC: Can I read and interpret information in a two-way table? TLC: Can I read timetables to extract information? Hot Task: Statistics</p>	<p><u>Additional Maths Teaching</u> Daily: <ul style="list-style-type: none"> ● Counting ● Learn Its ● Problem of the Day ● Arithmetic practise Weekly: <ul style="list-style-type: none"> ● Times tables carousel lesson ● Arithmetic test ● Times Tables grids/written questions test ● Rapid recall boards/fact family </p>
<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p>Focus:</p> <p><u>Digital Media</u> TLC: Can I evaluate artwork by Nik Ainley?</p>	<p>Focus:</p> <p><u>Online Safety 5.2</u></p>	<p>Focus:</p> <p><u>Structures</u> TLC: Can I research different parts of the Curiosity Mars</p>



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<p>TLC: Can I understand the effect of lenses, video, telescopes and binoculars on images? TLC: Can I create a digital collage of a solar system using these effects?</p>	<p>TLC: Can I understand computer networks and how they help solve problems and enhance communication? TLC: Can I search precisely when using a search engine? TLC: Can I explain in detail how accurate, safe and reliable the content is on a webpage? TLC: Can I develop a secure knowledge of online safety rules taught at school? TLC: Can I explain what personal information is and know strategies for keeping this safe? TLC: Can I demonstrate the safe and respectful use of different online technologies and online services? TLC: Can I relate appropriate online behaviour to my right to have personal privacy? TLC: Can I prevent my own and others mental wellbeing from being affected by the use of online technologies and services?</p> <p><u>5.7 Concept Maps</u> TLC: Can I create and make appropriate improvements to the digital work I have created? TLC: Can I use collaborative modes to work with others on digital work and share it?</p> <p><u>5.8 Word processing</u> TLC: Can I use software to create and navigate a google document? TLC: Can I make appropriate improvements to digital work I have created?</p>	<p>rover and what they do? TLC: Can I use research to design a Mars rover? TLC: Can I explore mechanisms? TLC: Can I show my ideas using a cross-sectional diagram? TLC: Can I evaluate my ideas against my design criterias? TLC: Can I select materials for a practical task? TLC: Can I select appropriate tools based on their functions? TLC: Can I evaluate my product against my design criteria?</p> <p><u>STEM</u> TLC: Can I select materials for a practical task?</p>
<p align="center"><u>French (Languages)</u></p>	<p align="center"><u>Geography</u></p>	<p align="center"><u>History</u></p>
<p><u>Focus:</u> Core vocabulary- phonetics and pronunciation TLC: Can I pronounce CH, OU, ON and OI correctly? TLC: Can I pronounce I, IN, IQUE and ILLE?</p>	<p><u>Focus:</u> <u>Climate Zones</u> TLC: Can I understand and identify different climate zones? <u>Map work</u></p>	<p><u>Focus:</u> <u>Black History - George Washington Carver</u> TLC: Can I understand the importance of George Washington Carver in Black History?</p>



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TLC: Can I pronounce É, È, E, EAU and EUX?
TLC: Can I pronounce QU, GNE, ç, EN and AN?

What is the date?

TLC: Can I recognise and recall the 12 months of the year in French?
TLC: Can I write the 12 months of the year in French?
TLC: Can I ask and answer questions about the date in French?
TLC: Can I ask and respond in French to a question about a birthday date?
TLC: Can I write questions and answers about the date?

TLC: Can I use maps and atlases, globes and digital/computer mapping to locate and describe features?
TLC: Can I relate differently scaled maps to each other?
TLC: Can I explain ideas using a thematic map?

Charts and Graphs

TLC: Can I complete and interpret tables?
TLC: Can I calculate the mode and range?

Music

Physical Education

Personal, Social and Health Education

Focus:

Preparation for the Young Voices

TLC: Can I sing clearly and accurately?
TLC: Can I sing accurately in a group?
TLC: Can I control my voice to create different dynamics?
TLC: Can I maintain the correct tempo?

Composer of the Month

TLC: Can I research why Joseph Bologne has a special place among the classical composers? (Black History Month)

Focus:

Swimming

TLC: Can I perform self-rescue in different water based situations?
TLC: Can I swim competently, confidently and proficiently over a distance of at least 25 metres?
TLC: Can I use a range of strokes effectively?

Focus:

Being Me in My World (5.1)

- a) PSHE
- b) Social and Emotional Development Learning

Jigsaw Piece 1:

- a) TLC: Can I face new challenges positively and know how to set personal goals?
- b) TLC: Can I explain what I value most about my school and identify my hopes for this school year?

Jigsaw Piece 2:

- a) TLC: Can I understand my rights and responsibilities as a British citizen?
- b) TLC: Can I empathise with people in this country whose lives are different to my own?

Jigsaw Piece 3:

- a) TLC: Can I understand my rights and responsibilities as a British citizen and a member of my school?



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b) TLC: Can I empathise with people in this country whose lives are different to my own?

Jigsaw Piece 4:

- a) TLC: Can I make choices about my own behaviour because I understand how rewards and consequences feel?
- b) TLC: Can I understand that my actions affect me and others?

Jigsaw Piece 5:

- a) TLC: Can I understand how an individual's behaviour can impact on a group?
- b) TLC: Can I contribute to the group and understand how we can function best as a whole?

Jigsaw Piece 6:

- a) TLC: Can I understand how democracy and having a voice benefits the school community and know how to participate in this?
- b) TLC: Can I understand why our school community benefits from a Learning Charter and can help others to follow it?

Religious Education

Science including STEM

Focus:

Hinduism Believing

- TLC: Can I recap key Hindu beliefs and how they impact on Hindu ways of living? (Y3 U1 and Y4, U1, L1)
- TLC: Can I explain the concept of karma and how Hindus believe it drives the cycle of samsara?
- TLC: Can I show knowledge of/about how a Hindu might seek to achieve moksha?
- TLC: Can I show knowledge about the concept of Ahimsa?

Focus:

Earth and Space

- TLC: Can I describe the movement of the Earth and other planets relative to the Sun in the solar system?
- TLC: Can I use the idea of Earth's rotation to explain day and night and the apparent movement of the Sun across the sky?
- TLC: Can I describe the movement of the Moon relative to the Earth?
- TLC: Can I identify different moon phases and explain why they occur?



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TLC: Can I show knowledge of how satsang (the concept of spiritual togetherness) is important in helping Hindus fulfill their dharma (duty)?

TLC: Can I understand and identify different time zones?

Forces

TLC: Can I understand the force of gravity?

TLC: Can I plan a scientific enquiry and identify variables to answer questions?

TLC: Can I take measurements using scientific equipment and take repeat readings?

TLC: Can I record data and results in tables?

TLC: Can I use test results to make predictions to set up further comparative and fair tests?

TLC: Can I use scientific evidence to support or refute ideas or arguments?

TLC: Can I recognise that some mechanism including levers, pulleys and gears allow a smaller force to have a greater effect?

STEM

TLC: Can I research the work of Copernicus and use scientific evidence to support or refute ideas?

TLC: Can I create a solar system model?

TLC: Can I describe the planets in our solar system?

TLC: Can I order the planets relative to the Sun in the Solar System?

TLC: Can I describe the Sun, Earth and Moon as spherical bodies?