



Year 5 – Autumn 2 Medium Term Plan
Topic: The Great, The Bold and The Brave



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum booklet for parents ● Parents’ meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher’s nominations ● Autumn 2 OTrack assessment ● Autumn 2 classtrack assessment ● EAL and PP Tracking to be completed 	<ul style="list-style-type: none"> ● Bonfire Night ● Parliament Week ● Remembrance Day ● Children in Need ● Anti-bullying week ● Road Safety Week ● Church Visit ● Christmas Jumper Day 	<ul style="list-style-type: none"> ● Entry point - Local walk / church visit / visit the library (11 before 11) ● Exit point - Governors/Parents ● Class Story - The Secret of Black Rock / Poppy Field ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</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><u>Word Reading</u></p> <p><u>Comprehension</u></p> <p>TLC: Can I take turns and listen to what other people say? (Experience Day)</p> <p>TLC: Can I identify how language contributes to meaning?</p> <p>TLC: Can I discuss and evaluate how author’s use language including figurative language?</p> <p>TLC: Can I identify and comment on the writer's use of language for effect?</p> <p>TLC: Can I identify grammatical features used by writers to impact on the reader? (SS session 2 and 4)</p>	<p>Focus:</p> <p><u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● 80:20 rule ● Teambuilding ● New writing approach (developing vocabulary and partner discussion) ● STEM activities - teamwork ● Class assemblies ● Group work and paired work ● Circle Time ● CPA approach across subjects ● Implement vocabulary into lessons for children to use <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p>	<p>Focus:</p> <p><u>Grammar</u></p> <p>TLC: Can I use prefixes and suffixes?</p> <p>TLC: Can I identify and use relative clauses? (SS session 3 and 4)</p> <p>TLC: Can I use commas to clarify meaning? (SS session 4)</p> <p>TLC: Can I use brackets, dashes and commas to indicate parenthesis? (SS session 4)</p> <p>TLC: Can I identify and use modal verbs? (SS session 5)</p> <p><u>Spelling</u></p> <p>List coverage: (Year 4 catch up list 11 and list 32)</p>



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TLC: Can I engage the listener by varying my expression and vocabulary?
 TLC: Can I listen carefully in discussions?
 TLC: Can I make contributions and ask questions?
 TLC: Can I perform my own composition using intonation?
 TLC: Can I perform my own volume so the meaning is clear?
 TLC: Can I express ideas and opinions justifying a point of view?

English (Writing)

Focus: Narrative (Science Fiction) - Cosmic It's One Giant Leap for all boy-kind

Handwriting

TLC: Can I write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices?
 TLC: Can I write legibly, fluently and with increasing speed by deciding whether or not to join specific letters?
 TLC: Can I write legibly, fluently and with increasing speed by choosing the writing implement best suited for a task?

Additional composition/grammar taught through JC Unit

- Adjectives (SS session 1)
- Questions (SS session 1)
- Dialogue (SS session 1)
- Short sentences (SS session 2)
- Action Sound Bracket (SS session 2 and 6)
- Noticing (SS session 3 and 6)
- Smelling (SS session 3)
- Relative clauses (SS session 3)
- Commas in a list (SS session 4)
- Complex sentences (SS session 4)
- Pathetic fallacy (SS session 5)

Composition (Planning and Composition)

TLC: Can I plan my writing by using other similar writing as models?
 TLC: Can I plan my writing by noting and developing initial ideas through reading?
 TLC: Can I integrate dialogue to convey characters and plot? (SS session 1)
 TLC: Can I select vocabulary and grammar for the purpose? (SS session 2 and 6)

Independent Writing

TLC: Can I continue a science fiction story?

Composition (Editing)

TLC: Can I proof-read for spelling errors?
 TLC: Can I proof-read for punctuation errors?

Performance (Reading as a Writer)

TLC: Can I perform my own composition using volume?
 TLC: Can I perform my own composition using intonation?



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- Modal Verbs (SS session 5)
- Adverbs-possibility (SS session 5)
- Feeling (SS session 6)

Maths

Focus:
Perimeter and Area
Cold Task- Perimeter and Area
TLC: Can I measure perimeter?
TLC: Can I calculate perimeter?
TLC: Can I calculate the area of a rectangle? (Science)
TLC: Can I calculate the area of a compound shape? (Science)
TLC: Can I calculate the area of irregular shapes?
Hot Task- Perimeter and Area

Focus:
Multiplication and Division
Cold Task - Multiplication and Division
TLC: Can I identify multiples?
TLC: Can I identify and use factors and common factors?
TLC: Can I identify prime numbers?
TLC: Can I identify square numbers?
TLC: Can I identify cube numbers?
TLC: Can I multiply by 10,100 and 1000?
TLC: Can I divide by 10, 100 and 1000?
TLC: Can I multiply by multiples of 10, 100 and 1000?
TLC: Can I divide by multiples of 10, 100 and 1000?
Hot Task - Multiplication and Division

Focus:
Additional Maths Teaching
Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family Problem of the Week

Art

Computing

Design and Technology, Cooking and Nutrition, Enterprise including STEM

Focus:
Drawing (Greek Vase)
TLC: Can I control pressure from the top of a pencil?
TLC: Can control movements from the top of a pencil?
TLC: Can begin to use a variety of hand/wrist placements to achieve effects?
TLC: Can begin to use a variety of pressures to achieve effects?
TLC: Can I understand tonal shading by creating box scales of light to dark, using gradient techniques?
TLC: Can I use a variety of techniques to add interesting tonal effects?

Focus:
Databases 5.4
TLC: Can I comment on how successful a digital solution is that I have created?
TLC: Can I make appropriate improvements to the digital work I have created?

Word Processing 5.8
TLC: Can I edit images?
TLC: Can I add text to a document?
TLC: Can I apply finishing touches?

Focus:
STEM - Structures Build a Boat
TLC: Can I use research to design a product and evaluate it against my design criteria? (Boat)
TLC: Can I show my ideas using an exploded diagram?
TLC: Can I independently select from a range of materials to create my product?
TLC: Can I evaluate my product against my design criteria and consider others' views to improve my work?



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<p>TLC: Can begin to represent detailed people and objects with careful thought, awareness and techniques? TLC: Can begin to draw a proportionate face with detailed features?</p> <p><u>Sculpture</u> TLC: Can I use tools to carve? TLC: Can I add shapes? TLC: Can I add texture? TLC: Can I add pattern? TLC: Can combine visual and tactile qualities? TLC: Can show life-like qualities? TLC: Can show real-life proportions? TLC: Can use a range of sculpture materials?</p> <p><u>Artist of the half term</u> TLC: Can I research the life of Leonardo Da Vinci?</p>	<p>TLC: Can I share files? TLC: Can I present information using tables? TLC: Can I write a letter using a template?</p>	
<p>French (Languages)</p>	<p>Geography</p>	<p>History</p>
<p>Focus: <u>Au Cafe</u> TLC: Can I order a selection of food from a menu? TLC: Can I order a selection of drinks from a menu? TLC: Can I order a French breakfast? TLC: Can I order typical French snacks? TLC: Can I ask for the bill? TLC: Can I say hello, goodbye, please and thank you in French?</p> <p><u>Do you have a pet?</u> TLC: Can I listen to, read and recognise pets in French? TLC: Can I write pets in French? TLC: Can I say what pet I have or do not have in French?</p>	<p>Focus: Use a Compass TLC: Can I convert between eight compass points and azimuth bearings? Read maps TLC: Can I use 6 figure grid references to build knowledge?</p> <p>Locational knowledge TLC: Can I locate European countries and describe its environmental regions? (including Russia) TLC: Can I locate North and South American countries and describe their environmental features?</p>	<p>Focus: TLC: Can I understand how the Greek empire was established? (comparing city states) TLC: Can I identify where and when the Ancient Greek civilization existed on a timeline? TLC: Can I understand the origins of democracy? TLC: Can I explain how the Olympics have changed over time? TLC: Can I write an account of the Battle of Marathon? TLC: Can I research different Greek Gods and record key information about them? TLC: Can I identify a key event from the Trojan war? TLC: Can I talk about the greatest achievement of the Ancient Greeks?</p>



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<p>TLC: Can I say what my pet is called in French? TLC: Can I use and and but in French? TLC: Can I ask what pet someone has in French? TLC: Can I give information about myself in French?</p>		<p>TLC: Can I identify the elements of Greek culture in modern architecture? <u>Remembrance</u> TLC: Can I understand a significant moment in History?</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Focus</u> <u>Preparation for the Young Voices</u> TLC: Can I sing clearly and add actions accurately? TLC: Can I be aware of and listen to people singing close to me? TLC: Can I control my voice to create different dynamics? TLC: Can I maintain the correct tempo and follow the dynamics of the song? <u>Composer of the Month (Pyotr Tchaikovsky)</u> TLC: Can I describe the visual impression of Tchaikovsky's music?</p>	<p><u>Focus:</u> <u>Gymnastics</u> TLC: Can I control a gymnastic ball whilst travelling and balancing in different positions? TLC: Can I create my own gymnastic sequence using a ball? TLC: Can I perform a roll using control, body tension and flow? TLC: Can I select different body parts to create spins, whilst maintaining a stretched shape? TLC: Can I work collaboratively to create and perform a controlled gymnastics sequence in a group? TLC: Can I recognise symmetrical and asymmetrical shapes and follow pathway maps? TLC: Can I work collaboratively to mirror different body shapes and balances on one body part?</p>	<p><u>Focus: RG</u> <u>Celebrating Differences (3.2)</u> a) PSHE b) Social and Emotional Development Learning Jigsaw Piece 1: a) TLC: Can I understand that cultural differences sometimes can cause conflicts? b) TLC: Can I be aware of my own culture? Jigsaw Piece 2: a) TLC: Can I understand what racism is? b) TLC: Can I be aware of my own attitude towards people from different races? Jigsaw Piece 3: a) TLC: Can I understand how rumour spreading and name calling can be bullying behaviour? b) TLC: Can I explain a range of strategies to manage my feelings? Jigsaw Piece 4: a) TLC: Can I explain the difference between direct and indirect bullying? b) TLC: Can I understand how to support people who show bullying behaviours and how to support children who are being bullied? Jigsaw Piece 5:</p>



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- a) TLC: Can I compare my life with others in the developing world?
 - b) TLC: Can I appreciate happiness regardless of material wealth?
- Jigsaw Piece 6:**
- a) TLC: Can I understand a different culture from my own?
 - b) TLC: Can I respect my own and other people's culture?

Religious Education

Science including STEM

Focus: Islam

TLC: Can I recap key beliefs and concepts in Islam?
 TLC: Can I show knowledge about how Muslims believe the Qur'an provides guidance to help them live their lives?
 TLC: Can I explain how Muslim family life contributes to following the shariah?
 TLC: Can I show knowledge of why Muslims give zakat and how it helps the ummah?
 TLC: Can I show knowledge about how beliefs impact on how people lead their lives?

Focus:

Forces
STEM- Making a parachute
 TLC: Can I identify the effects of air resistance that act between moving surfaces?
 TLC: Can I plan different types of scientific enquiries to answer questions. (Including recognising and controlling variables where necessary)? (WS)
 TLC: Can I take measurements using an increasing range of scientific equipment with increasing accuracy and precision? (WS)
 TLC: Can I take repeat readings where necessary? (WS)
 TLC: Can I record data and results of increasing complexity using tables? (WS)
 TLC: Can I use test results to make predictions to set up further comparative and fair tests? (WS)
STEM TLC: Can I identify the effects of water resistance that act between moving surfaces?
 TLC: Can I identify scientific evidence that has been used to support or to refute ideas? (WS)



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TLC: Can I identify scientific evidence that has been used to support or to refute arguments? (WS)

TLC: Can I identify the effects of friction that act between moving surfaces?

TLC: Can I record data and results of increasing complexity using bar and line graphs? (WS)