



**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"> <li>● Trusted adult list</li> <li>● This is me questionnaire</li> <li>● Sign home-school links books</li> <li>● Class charter (including 4 Rs and school rules)</li> <li>● School Council</li> <li>● House team Captain and Vice-Captain elections</li> <li>● Subject reps (inform children)</li> <li>● Curriculum parent overview</li> <li>● Buddy mentoring (CH and AM to organise)</li> <li>● Performance management target setting</li> <li>● Pupil progress meeting</li> <li>● English, Maths and Standards Scrutiny</li> <li>● Autumn 1 OTrack assessment</li> <li>● Autumn 1 classtrack assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Roald Dahl Day</li> <li>● Macmillan Coffee Morning</li> <li>● Black History Month</li> <li>● National Poetry Day</li> <li>● Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - STEM solar system model</li> <li>● Exit point - presentation to the governors/parents</li> <li>● Class Story - Cosmic by Frank Cottrell-Boyce</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> <li>● Geography - Odizzi</li> </ul>
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><b><u>Focus:</u></b></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 and read for a range of purposes?  TLC: Can I ask questions to improve my understanding?  TLC: Can I identify how language, structure and presentation contribute to meaning?  TLC: Can I retrieve, record and present information from non-fiction?  TLC: Can I present a personal point of view based on what has been read?</p>	<p><b><u>Spoken Language skills embedded across all subjects</u></b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● Book talk</li> <li>● 80:20 rule</li> </ul> <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>TLC: Can I explain the effect of using different language for different purposes?  TLC: Can I develop ideas and opinions with relevant detail?</p>	<p><b><u>Focus:</u></b></p> <p><u>Grammar</u></p> <p>TLC: Can I use expanded noun phrases to convey complicated information concisely? (Stand alone session)  TLC: Can I use modal verbs to indicate degrees of possibility?(JC Unit - SS6)</p> <p><u>Spelling</u></p> <p>List coverage:  TLC: Can I spell words containing the letter-string ‘ough’? (List 1, list 2)  TLC: Can I spell words ending with a sound /ʃəs/ ? (List 3, list 4)  TLC: Can I spell words ending with a sound /shul/? (List 5, List 6)</p>



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TLC: Can I show understanding of the main points and implied meaning in a discussion?

**English (Writing)**

**Focus: Non-fiction (Journal) - Mars Transmission**

Handwriting

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?

Additional composition/grammar/punctuation taught through JC Unit (including recap of Stage 1/2/3/4 content and writing structures):

- Acronym (SS1)
- Adjectives (SS1, SS3)
- Adverbials (SS2)
- Conjunctions (SS3)
- Conditional (SS7)
- Cause and Effect (SS6)
- Euphemism (SS1)
- Human achievements (SS5)
- Informal speech/contractions (SS1)
- Imagining (SS7)
- Metaphor (SS5)
- Precise verbs (SS4)
- Personification (SS1, SS5)
- Questions (SS2, SS4)
- Repetition (SS7)
- Short sentences (SS4)
- Technical vocabulary (SS2)
- 3x firsts (SS6)

Composition (Planning and Composition)

TLC: Can I plan my writing by identifying the audience and purpose?  
TLC: Can I plan my writing by selecting the appropriate form?  
TLC: Can I plan my writing by using other similar writing as models?  
TLC: Can I select appropriate grammar and vocabulary for the purpose, understanding how they can change or enhance meaning?

Independent Writing

TLC: Can I discuss and record my ideas before writing? (Planning)  
TLC: Can I create a clear structure for a journal record?  
TLC: Can I create a journal record?

Composition (Editing)

TLC: Can I proof-read for spelling errors?  
TLC: Can I proof-read for punctuation errors?  
TLC: Can I assess the effectiveness of my own writing?

Performance (Reading as a Writer)

TLC: Can I perform my own compositions using appropriate intonation and volume so that meaning is clear?



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**Maths - including STEM**

**Focus: Place Value to 1,000,000**

TLC: Can I recognise and read Roman Numerals to 1000?  
 TLC: Can I understand the place value of numbers to 1000?  
 TLC: Can I understand the place value of numbers to 10000?  
 TLC: Can I understand the place value of numbers to 100000?  
 TLC: Can I read and write numbers to 100000?  
 TLC: Can I solve problems with numbers to 1000000?  
 TLC: Can I use powers of 10? (X10, x100, x1000)  
 TLC: Can I use the powers of 10 finding more or less?  
 TLC: Can I partition numbers to 100000?  
 TLC: Can I read and use a number line to 1000000?  
 TLC: Can I compare and order numbers to 1000000?  
 TLC: Can I round numbers to the nearest 10, 100, 1000?  
 TLC: Can I round numbers within 1000000?

**Focus: Addition and Subtraction**

TLC: Can I add and subtract numbers mentally?  
 TLC: Can I add using formal methods?  
 TLC: Can I subtract using formal methods?  
 TLC: Can I use rounding to check calculations?  
 TLC: Can I use the inverse?  
 Can I solve addition and subtraction word problems?  
 TLC: Can I compare calculations?  
 TLC: Can I solve missing number calculations?

**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

**Art**

**Computing**

**Design and Technology, Cooking and Nutrition, Enterprise including STEM**

**Focus: Digital Media**

TLC: Can I understand the effect of lenses, video, telescopes and binoculars on images?  
 TLC: Can I create a digital collage of images using a variety of effects?

Artist of the term: Nick Ainley  
 TLC: Can I evaluate Nick Ainley's art?

**Focus: 5.2 Online Safety**

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?

**Focus: Mechanical Systems**

TLC: Can I research different parts of the Curiosity Mars rover and what they do?  
 TLC: Can I use research to design a Mars rover?  
 TLC: Can I explore mechanisms?  
 TLC: Can I clearly explain how parts of the product will work?  
 TLC: Can I use cross-sectional planning to show that design meets a range of requirements?  
 TLC: Can I evaluate my ideas against my design criterias?  
 TLC: Can I select suitable materials from a wider range considering their functionality?



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	<p>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><b><u>5.7 Concept Maps</u></b> 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><b><u>5.8 Word processing</u></b> 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>TLC: Can I select suitable tools and equipment from a wider range for a practical task, and explain my choices? TLC: Can I use a wider range of suitable tools and equipment accurately for a practical task? TLC: Can I follow a detailed step-by-step plan using techniques that involve a small number of steps? TLC: Can I evaluate quality of design while designing and making against my design criteria? TLC: Can I implement views from others to improve my work?</p> <p><b><u>STEM</u></b> TLC: Can I select suitable materials from a wider range for a practical task?</p>
<b><u>French (Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b><u>Focus: Phonetics and pronunciation lesson 3</u></b> TLC: Can I understand and use phonemes: EAU, EUX, É, È and E?</p> <p><b><u>Focus: Do you have a pet?</u></b> TLC: Can I use the eight nouns and matching gender articles for the different pets? TLC: Can I say what pets I have using full sentences? TLC: Can I begin to talk about my pets in full sentences? TLC: Can I use negative structures when talking about pets I do and do not have? TLC: Can I progress my French knowledge by using the connective 'but' when talking in full sentences?</p>	<p><b><u>Focus: Geographical skills and Fieldwork</u></b> TLC: Can I use maps, atlases, globes and digital/computer mapping to locate and describe countries studied? TLC: Can I explain how my local area and my region fit into the wider world? TLC: Can I identify and locate the main features of my region?</p>	<p><b><u>Focus: Black History Month</u></b> TLC: Can I understand George Washington's role in the history of the USA?</p>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>



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<p><b>Focus: Getting Started with Music Tech</b>          TLC: Can I use musical vocabulary to describe 20th and 21st century orchestral music?          TLC: Can I improvise using up to 5 notes along the theme of Ghost Parade?          TLC: Can I perform a song Words Can Hurt with clear diction and emotion?          TLC: Can I compose a melody with up to 6 notes with the song Words Can Hurt?          TLC: Can I communicate the feelings while performing Joyful Joyful?          Unit assessment week           Composer of the term - Richard Wagner</p>	<p><b>Focus: Gymnastics</b>          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><b>Focus: Being Me in My World (5.1)</b>          a) PSHE          b) Social and Emotional Development Learning   <u><b>Jigsaw Piece 1 - My Year Ahead:</b></u>          TLC: Can I face new challenges positively and know how to set personal goals?          TLC: Can I explain what I value most about my school and can identify my hopes for this school year?  <u><b>Jigsaw Piece 2 - Being a Citizen of My Country:</b></u>          TLC: Can I understand my rights and responsibilities as a citizen of my country?          TLC: Can I empathise with people in this country whose lives are different to my own?  <u><b>Jigsaw Piece 3 - Year 5 responsibilities:</b></u>          TLC: Can I understand my rights and responsibilities as a citizen of my country and as a member of my school?          TLC: Can I empathise with people in this country whose lives are different to my own?  <u><b>Jigsaw Piece 4 - Rewards and Consequences:</b></u>          TLC: Can I make choices about my own behaviour because understand how rewards and consequences feel?          TLC: Can I understand that my actions affect me and others?  <u><b>Jigsaw Piece 5 - Our Learning Charter:</b></u>          TLC: Can I understand how an individual's behaviour can impact on a group?          TLC: Can I contribute to the group and understand how we can function as a whole?  <u><b>Jigsaw Piece 6 - Owning Our Learning Charter:</b></u>          TLC: Can I understand how democracy and having a voice benefits the school community and know how to participate in this?          TLC: Can I understand why our school community benefits from a Learning Charter and can help others to follow it?</p>
<b>Religious Education</b>	<b>Science including STEM</b>	
<b>Focus: Hinduism</b>	<b>Focus: Earth and Space</b>	



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

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?  
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?



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