



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 parent guide ● Parents’ meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher’s nominations ● Autumn OTrack assessment ● Autumn classtrack assessment ● EAL and PP overview to be completed 	<ul style="list-style-type: none"> ● Bonfire Night (Guy Fawkes) ● Parliament Week (British Values) ● Remembrance Day ● Anti-Bullying Week ● Children in Need ● Road Safety Week ● Church Visit ● Christmas Sing Along ● Christmas Jumper Day ● Christmas 	<ul style="list-style-type: none"> ● Entry point - Greek Vase ● Exit point - Christmas carols ● Class Story - I Believe in Unicorns by M. Morpurgo ● Homework ● PE - Go Noodle/Yoga, BBC Supermovers ● Science - Explorify ● Geography - Odizzi country of the week
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u></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 take turns and listen to what other people say? TLC: Can I identify how language contributes to meaning? TLC: Can I discuss and evaluate an author’s use of language including figurative language? TLC: Can I identify and comment on the writer's use of language for effect? TLC: Can I identify grammatical features used by writers to impact on the reader?</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 ● Imitate ● 80:20 rule ● 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><u>Focus:</u></p> <p><u>Grammar</u> TLC: Can I identify and use adverbs? (Stand alone sessions) TLC: Can I identify and use relative clauses?(Stand alone sessions) TLC: Can I identify and use figurative language?(Stand alone sessions) TLC: Can I identify and use punctuation for direct speech?(Stand alone sessions) TLC: Can I use DE:DE sentences?(Stand alone sessions)</p> <p><u>Spelling</u> List coverage: TLC: Can I spell words ending in -ant? (List 6) TLC: Can I spell words ending in -ance/-ancy? (List 7) TLC:Can I spell words ending in -able? (List 8) TLC: Can I spell words ending in -ably? (List 9) TLC: Can I add suffixes beginning with vowel letters to words ending in -fer? (List 10) TLC: Can I use of a hyphen with the prefix co-? (List 11) TLC: Can I spell words from the statutory word list? (List 12)</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 (Story) - I Believe in Unicorns

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

- Similes (SS1)
- Adverbs (SS1, SS6)
- Relative clauses (SS1 SS5,)
- Brackets (SS2)
- Figurative language (SS2, SS3, SS7, SS8, SS9)
- Dialogue (SS3)
- Modal Verbs (SS3, SS5)
- Rhetorical questions (SS4, SS6)
- Complex sentences (SS4)
- Prefixes (SS6)
- Verbs (SS7)

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?

TLC: Can I select vocabulary and grammar for the purpose?

TLC: Can I write effective sentences for a story? (All SS sessions)

Independent Writing

TLC: Can I discuss and record my ideas before writing? (Planning)

TLC: Can I create a clear structure for settings, characters and plot?

TLC: Can I write a 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?



Year 5 – Autumn 2 Medium Term Plan
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- Semi colons (SS8)
- Adjectives (SS8)

Maths - including STEM

Focus:
Multiplication and division
TLC: Can I identify multiples?
TLC: Can I identify common multiples?
TLC: Can I identify and use factors?
TLC: Can I identify common factors of two numbers?
TLC: Can I identify prime numbers up to 100?
TLC: Can I recall prime numbers up to 19?
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?

Focus:
Fractions
TLC: Can I find fractions equivalent to unit and non-unit fractions?
TLC: Can I recognise equivalent fractions?
TLC: Can I recognise improper fractions and convert them into mixed numbers?
TLC: Can I recognise mixed numbers and convert them into improper fractions?
TLC: Can I compare and order fractions less than 1?
TLC: Can I add and subtract fractions with the same denominator?
TLC: Can I add fractions within 1?
TLC: Can I add fractions with a total greater than 1?
TLC: Can I add two mixed numbers?
TLC: Can I subtract two fractions?
TLC: Can I subtract from a mixed number?
TLC: Can I subtract from a mixed number? (breaking the whole)
TLC: Can I subtract two mixed numbers?

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?

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?

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?



Year 5 – Autumn 2 Medium Term Plan
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<p>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?</p>	<p><u>Word Processing 5.8</u> TLC: Can I edit images? TLC: Can I add text to a document? TLC: Can I apply finishing touches? TLC: Can I share files? TLC: Can I present information using tables? TLC: Can I write a letter using a template?</p>	<p>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?</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: What is the Date?</u> TLC: Can I repeat most of the months in French with good pronunciation? TLC: Can I spell some of the months from memory? TLC: Can I ask and attempt to give the date in French? TLC: Can I ask somebody when their birthday is and say when my birthday is?</p>	<p><u>Focus: Human and Physical Geography</u> TLC: Can I describe and understand key aspects of types of settlement and land use? TLC: Can I describe and understand key aspects of biomes and vegetation belts? TLC: Can I describe and understand key aspects of climate zones?</p>	<p><u>Focus: Ancient Greece</u> 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? TLC: Can I identify the elements of Greek culture in modern architecture?</p> <p><u>Focus: Guy Fawkes</u> TLC: Can I discuss the reasons for Guy Fawkes' actions?</p> <p><u>Focus: Remembrance</u> TLC: Can I understand a significant moment in History?</p>
<p align="center"><u>Music</u></p>	<p align="center"><u>Physical Education</u></p>	<p align="center"><u>Personal, Social and Health Education</u></p>



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<p>Focus: Social theme: How does music connect us with our past? Musical spotlight: Emotions and musical styles</p> <p>TLC: Can I describe the features of pop music? TLC: Can I follow composition rules to compose a melody with a theme A Sparkle In MyLife? TLC: Can I sing in unison and with artistic expression? (Dreaming Of Mars) TLC: Can I compare social and musical aspects of gospel and pop music? (Get On Board) TLC: Can I improvise using up to 5 notes along the theme of Dreaming of Mars?</p>	<p>Focus: Dance: Into the Woods</p> <p>TLC: Can I create movements which flow into each other? TLC: Can I create and perform paired movements with a partner? TLC: Can I use a variety of expressions? TLC: Can I move in and out of different actions and movements with some fluidity? TLC: Can I sequence previous actions and movements to create a short dance? TLC: Can I perform a short dance sequence with control? TLC: Can I begin to self and peer assess a dance sequence?</p>	<p>Focus: Celebrating Differences</p> <ol style="list-style-type: none"> Different cultures TLC Can I understand that cultural differences sometimes cause conflict? TLC: Can I show awareness of my own culture? Racism TLC: Can I understand what racism is? TLC: Can I show awareness of my attitudes towards people from different races? Rumours and name calling TLC: Can I understand how rumour spreading and name calling can be bullying behaviours? TLC: Can I share a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one? Types of bullying TLC: Can I explain the differences between direct and indirect bullying? TLC: Can I identify ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied? Does money matter? TLC: Can I compare my life with people in the developing world? TLC: Can I appreciate the value of happiness regardless of material wealth? Celebrating differences across the world TLC: Can I understand a culture different from my own? TLC: Can I respect my own and other people's cultures?
Religious Education	Science including STEM	
Focus: Islam (Believing)	Focus: Forces	



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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?

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)
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)