

## Year 5 / Autumn 1 Medium Term Plan

Term	Autumn 1						
Week	Week 1 01/09/20	Week 2 07/09/20	Week 3 14/09/20	Week 4 21/09/20	Week 5 28/09/20	Week 6 05/10/20	Week 7 12/10/20
Themed Weeks	WE CARE						
Events	WE CARE Charter	Baseline Assessment Week 9th-Year 5 meet the teacher		25th Sept: Classroom Displays and class charter deadline 21st Sept: Harvest Assembly 1 25th - Macmillan Coffee morning 8am-9am		5th Oct: Harvest Visitors Assembly 2	
<b>Reading</b>   <b>Unicef RRS Article 17</b>	<b>Reading Text: Secret Garden</b>						
	Read Aloud: Private Peaceful						
				<u>Reading skill:</u> Choosing the meaning of words in context	<u>Reading skill:</u> Giving the meaning of words in context	<u>Reading skill:</u> Finding information in fiction text Summarizing main ideas	<u>Reading skill:</u> Inference in fiction
<b>Spoken Language</b>	Introduction to read aloud book - Private Peaceful	Reading assessment	Understand and use different question types- children to choose appropriate questions during the reading comprehensions to retrieve specific information	Children ask specific questions about what additional information they need to extend their understanding and knowledge	Understand and recognise simple jokes and recognise simple idioms, using them if possible	Improved use of standard English and beginning to identify and correct others in correct grammar - children to make links between what they are reading and their grammar activities to identify and group certain grammar techniques	Speakers gain, maintain and monitor the interest of the listener/ listeners - focus on show and teach sessions, ensuring clear and concise points with expressive voices
<b>Writing</b>   <b>Unicef RRS Article 31</b>	<b>Writing Assessment</b>		<b>Literacy and Language: Unit 1</b>				
	Descriptive writing for writing assessment		Teacher input	Planning	Vocabulary and uplevelling	Independent writing	Editing writing
	Descriptive Writing: <i>'The night before the return to school...'</i> <u>Plan</u> Plan the piece of writing using paragraph plan, building vocabulary that can be used to describe emotions that could be felt the night before school. Descriptive Writing: 'The night before the return to school...' - Write and Edit Focus on building tension using varying sentence structure, such as complex sentences and short sentences. Explore "show not tell" strategies to show a characters emotions and feelings.  <b>Week 2: Write and Edit</b>		Read Prometheus and Pandora as a whole class  Summarize key characters, themes, emotions and events  Note down any vocabulary that may be used or up levelled  Big Question: Is getting angry ever a good thing?	Discuss Zeus's behaviour, attitude and actions and the consequences around this.  Plan persuasive arguments to oppose his behaviour  Big Question: Do we all have power over something or somebody?	To create a word bank of synonyms based on Zeus's behaviour.  To create a word bank of persuasive phrases and openers.  To create a letter plan with a clear structure using the PEEL framework  Big Question: Should every story have a happy ending?	Independently write a persuasive letter to Zeus, urging him to change his behaviour and attitude in order to have a positive effect on those around him.  Children to use prior week's planning to structure their letter.  Big Question: Is there always hope in any situation?	Children can edit their work. Teacher to model editing techniques <b>Success criteria:</b> Accurate punctuation Clear paragraphing Clear structure Up levelled vocabulary Clauses Rhetorical question Persuasive language Pronouns (complete in writing profiles also) Big Questions: Should we do exactly as we are told?

<b>Grammar &amp; Punctuation</b>	Grammar revision and recap - assessing knowledge from year 4	Grammar assessment	<u>Pronouns</u> Relative pronouns; possessive pronouns and personal pronouns	<u>Pronouns</u> Selecting pronouns appropriately for clarity and cohesion (e.g. The pupils will be visiting the activity centre. They will try all the activities it has to offer.)	<u>Clauses</u> Recap of clause and phrase. Revision of differentiating between a main clause and subordinate clause.	<u>Relative clauses</u> To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	<u>Tenses</u> Simple past, simple present, perfect past, perfect present tense.
<b>Spelling</b> 	Introducing year 5 core words, days of the week and months of the year	Spelling assessment - core words, days of the week and months of the year	<u>Rule:</u> Words with silent 'b'  <u>Core words</u> accommodate according aggressive ancient appreciate	<u>Rule:</u> Words ending in 'ible'  <u>Core words</u> available awkward bruise cemetery communicate	<u>Rule:</u> Words ending in 'able'  <u>Core words</u> competition conscious convenience criticise definite	<u>Rule:</u> Words with silent letter 't'  <u>Core words</u> determined dictionary embarrass equipped especially	<u>Vocabulary</u> Using dictionaries to check the spelling and meaning of words.  Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
<b>Handwriting</b>	Letter formation: practicing keeping letters in proportion	Letter formation: joining letters consistently	Differentiating between capital and small case letters	Practicing the horizontal join	Practicing the diagonal join	Practicing letters at the correct height and size	Leaving the correct space between letters
<b>Maths</b>	<b>Place value</b>			<b>Addition and subtraction</b>		<b>Geometry</b>	
	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit  Count forwards or backwards in steps of powers of 10s for any given number up to 1,000,000	Maths assessment	Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000  Solve number problems and practical problems that involve what we know so far.	<u>Negative numbers:</u> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through 0.  <u>Roman Numerals:</u> Read Roman Numerals up to 1,000 and recognise years written in numerals.	Add and subtract numbers mentally with increasingly large numbers.  Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.  Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.	Identify lines of symmetry in 2-D shapes presented in different orientation.  Complete a simple symmetric figure with respect to a specific line of symmetry.  Identify acute and obtuse angles and compare and order angles up to two right angles by size.  Compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
<b>Arithmetic</b>	Addition		Subtraction	Multiplication	Division	Rounding	

<b>History</b>							
<b>Geography</b>  Unicef RRS Article 13	<b>Map Skills</b>						
	<b>Continents and countries</b>	<b>Europe</b>	<b>UK</b>	<b>Identifying key lines</b>	<b>Time zones</b>		
	Name all continents and main countries in the world, along with major capital cities. Describe their positions using compass details (NW etc.).	Developing Map Skills. Children will use Google Earth and Atlases to locate main countries and capital cities in Europe. Children will describe their positions using compass details.	Compare two different regions in the UK (Rural and Urban) Identify the position and significance of latitude and longitude and the Greenwich Meridian (time zones, night and day).	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.	Discuss time zones using a globe and atlas. Numeracy.	Answer questions about different time zones and flights to and from countries.	
<b>Art &amp; Design</b>							
<b>STEM</b>  Electrical Systems: Electric Greetings Card  Food: What Could be Healthier?	<b>Electrical Systems: Electric Greetings Card</b>				<b>Cooking: What could be Healthier?</b>		
	<b>Graphite Circuits</b>	<b>Card Design</b>	<b>Making the Card</b>	<b>Adding the Circuit</b>	<b>Farm to Fork</b>	<b>Adapting and Improving Recipes</b>	
	Understanding that circuits are made up of different electronic components, naming these components and using graphite is a conductor within a working circuit	Designing an electronic card with a working circuit, labelling the LEDs with positive and negative legs	Creating a greetings card, following a design and mapping out where different components of the circuit will go	Making a circuit and integrating it into a greeting card, laying copper tape down and making sure that the legs of the LED are the correct way round for the circuit to work	Understanding where food comes from. Understanding what constitutes a balanced diet Research alternative ingredients for a dish and making suggestions for healthy substitutions	Knowing that the nutritional value of a recipe alters if you remove, substitute ingredients. Calculating and comparing two adapted bolognese recipes using a nutritional calculator Following a recipe to make a bolognese	
<b>Music</b>  Unicef RRS Article 29	<b>Unit: Our Community</b>						
	<b>Musical Focus: Performance</b>						
	Learning to sing a song Understanding metre through singing and playing instruments Conducting a metre of four	Conducting metres of two and three Writing lyrics	Extending arrangements of a song	Conducting metres of two and three Learning to sing a song from our musical heritage	Developing accompaniments using ostinato and invented or improvised rhythms	Rehearsing for a performance Developing a performance by adding other media Performing with awareness of audience	
<b>PSHE</b>  Unicef RRS Article 14	<b>Being Me in My World</b>						
	<b>Class Charter</b>	<b>My Year Ahead</b>	<b>Me in My World</b>	<b>Year 5 Responsibilities</b>	<b>Rewards and Consequences</b>	<b>Our Learning Charter</b>	<b>Owning Our Learning Charter</b>
	Class Charter - WE CARE display	I can face new challenges positively and set personal goals I know what I value most about my school and can identify my hopes for this year	I understand my rights and responsibilities as a British Citizen I can empathise with people in this country whose lives are different to my own	I understand my rights and responsibilities as a British Citizen and as a member of my school I can empathise with people in this country whose lives are different to my own	I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others	I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole	I understand how having a voice and democracy benefit the school community and know how to participate in this I understand why are school community benefits from a learning charter and can help others to follow it
	<b>What do Different Religions Believe about God?</b>						
	<b>Where is God?</b>	<b>What do Muslims believe about God?</b>	<b>What do Hindus believe about God?</b>	<b>What do Sikhs believe?</b>	<b>What do Christians believe about God?</b>	<b>Assessment: How might people represent God?</b>	

 <b>Unicef RRS Article 14</b>		<p>Ask children where is God? Use ideas on cards to produce continuum and compare ideas with other groups</p>	<p>Look at some images created by Muslim artists about the 99 names of Allah. Are any of Allah's attributes similar to God in other religions? Answer the following questions: How do the 99 names of Allah help a Muslim to understand Allah?</p>	<p>Discuss concept of Brahman being the ultimate Supreme Being, out of which comes other main gods in Hindu thinking - Vishnu, Shiva and Brahma. These in turn can be represented in many different forms.</p>	<p>Explain to the pupils that Sikhs believe that God can't be understood properly by human beings, but he can be experienced through love, worship and contemplation. Read the Mool Mantra to pupils to highlight 3 qualities of God that Sikhs believe from the Mool Mantra.</p>	<p>Show the pupils an image to show the idea of the Trinity e.g. pupils to pick out Father, Son and Holy Spirit. Discuss the trinity.</p>	<p>Think together of an imaginary street or area in Newham and ask pupils to work in groups to think of the number of ways for some people God is represented in the street potentially.</p>
<p><b>Spanish</b></p>		<p><b>Theme: Friends / Connected New Target Language: Command verbs /</b>  <b>Eg. Sube, Baje</b>  <b>-Phonetics focus: vowels review</b>  <b>Core story: Mr Happy / Sr. Contento</b></p>	<p><b>New Target Language</b>          How are you? (2)          New emotions: eg. OK /regular  <b>Phonetics focus: /ch/</b></p>	<p><b>New Target Language</b>          Where are you? / donde estas?          I'm in ... Estoy          Place vocab: Eg at home / en casa, el parque, with... /con...  <b>Phonetics focus: /z/</b></p>	<p><b>New Target Language</b>          Positional language:          Eg. Behind, in front of          detras/ delante  <b>Phonetics focus: /ll/</b></p>	<p><b>Writing task:</b>          Language Passport 4 combining Target language from this half term</p>	<p><b>Culture focus:</b>          La Sevillana</p>
<b>Computer Basics: Search Engines</b>							
 <b>Unicef RRS Article 17</b>	<p><b>Getting Started / Assessment</b>          Children elect monitors for the chromebooks. Children introduced to 'safety surfers' as online safety monitors who will be selected based on their online safety knowledge and skills.</p>	<p><b>Searching Basics</b>          Children recap search engines and are challenged to find specific websites or information as fast as they can to test their searching skills! Children know what a search engine is and know how to use it effectively.</p>	<p><b>Inaccurate Information</b>          Learning that not everything they read online is necessarily true, children learn how to check that information that they find is accurate. Children understand that anyone can make a website.</p>	<p><b>Web Quest</b>          By focussing on key words children develop their research skills, learning how to quickly find relevant information on a specific topic. Children can use the acronym TASK.</p>	<p><b>Information Poster</b>          Using information they found in the previous lesson, pupils create an informative poster using the software Lucid press (or Canva), ensuring that they appropriately credit the images and videos they use.</p>	<p><b>Web Crawlers</b>          Children learn how search engines work, specifically; the role of a web index, what can affect pagerank and the role of web crawlers.</p>	<p><b>Assessment/Project Completion.</b>          Children to complete any outstanding work from this unit of work. Children will also take part in assessments.</p>
<p><b>Science</b></p>	<b>Animals Including Humans</b>						
	<b>Topic Starter</b>	<b>Health</b>	<b>Scientific Enquiry</b>	<b>Life Cycles</b>	<b>Data Handling</b>	<b>Observation</b>	

	Beginning of topic assessment: what do we already know and what do we want to find out?	To understand the importance of personal hygiene and the transfer of germs including bacteria and viruses. To understand the importance of regular exercise and sleep and how these factors affect weight, mood and the ability to learn.	To recognise the early signs of physical illness, such as weight loss, or unexplained changes to the body.	To create a series of questions to ask a health expert such as a doctor or nurse	What different stages are there in the human life timeline? Exploring the process from birth to old age. Describe the changes as humans develop to old age. Look at the growth and ageing timeline	To compare life expectancy data from across the globe, suggesting reasons to why certain trends occur.	Drawing a human skeleton and animal skeleton, comparing similarities and differences
PE	<b>Fitness</b>		<b>Indoor: Gymnastics</b>				
	Importance of warm ups and stretching Using indoor apparatus safely <b>Circuits</b> squats laps bunny hops step ups star jumps  <b>Fitness Test</b> (bleep test)	Mats (single point balances)	Mats (single point balances, sequence of moves and point balances)	To explore balances, using different numbers of body parts to balance on and create a short sequence.	To find ways of traveling on low, medium and high levels. To create short sequences that include shapes, balance and travel	To explore combinations of floor mats and apparatus to find different ways of using shapes and balances on different levels.	
		<b>Outdoor: Netball</b>					
	Introduction to Netball	Passing/Dribbling (chest ball, overhead pass, off the ball movement)	Tackling	Shooting (two handed chess shot)	Consolidation of skills practise, Small sided games		