Year 5 / Autumn 2 Medium Term Plan

	Week 1 04/11/20	Week 2 09/11/20	Week 3 16/11/20	Week 4 23/11/20	Week 5 30/11/20	Week 6 07/12/20	Week 7 14/12/20
Themed Week					World Art Week		
Events	5th Nov @ 11:30: Yr 5/6 Leadership Talks 1: General Hygiene	11th Nov: 1 minute Silence for Remembrance	16th Nov: Friendship Day	Y 3-5 Assessment week	1st - 3rd Dec: Leadership Talks 2: NSPCC Pants 4th Dec: Neena's Office Display (From Art Week) 4th Dec: Entrance Hall Deadline (From Art Week)		16th Dec: Xmas Jumper Day + Xmas Dinner Fri 18th Dec: Report Cards
Reading Unicef RRS Article 17	Non-Fiction: The Olympics			Assessment	Fiction: Moonfleet		
	Read Aloud: Harry Potter						
	Reading skill: Inference in non-fiction Text: The Olympics Spoken language: Understand and use different question types. Read Aloud: Harry Potter	Reading skill: Finding information in non-fiction Text: The Olympics Spoken language: Children ask specific questions about what additional information they need to extend their understanding and knowledge Read Aloud: Harry Potter	Reading skill: Finding meaning from words in non-fiction Text: The Olympics Spoken language: Understand and recognise simple jokes and recognise simple idioms, using them if possible Read Aloud: Harry Potter	Reading assessment	Reading skill: Finding information in fiction Text: Moonfleet Spoken language: Improved use of standard English and beginning to identify and correct others in correct grammar. Read Aloud: Harry Potter	Reading skill: Predicting events in fiction Text: Moonfleet Spoken language: Speakers gain, maintain and monitor the interest of the listener/ listeners. Read Aloud: Harry Potter	Progress test to revise skills learnt this far Text: Moonfleet Spoken language: Speakers gain, maintain and monitor the interest of the listener/ listeners. Read Aloud: Harry Potter
Writing Unicef RRS Article 31	Descriptive Writing: Coming Home				Poetry Writing: 'Goodnight Stroud ' ' I saw the City Breathing' and 'Last Night'		
	Teacher Input	Vocabulary	Plan	Writing Assessment	Teacher Input	Plan and Vocabulary	Editing
	Read Coming Home as a whole class and discuss illustrations. Summarize key events within the bird's journey and the atmosphere at each point	Create 3 word banks of contrasting adjective, adverbs, personification, idioms, 'show don't tell' and metaphors and similes for each contrasting environment Create a word bank of effective openers	Plan 3 paragraphs of descriptive writing merging the word banks and timeline of events. Children to plan writing in the first person	Writing assessment Independent writing and editing Imagery writing	To read 'Goodnight Stroud' and 'Last night, I saw the city breathing' Make a list of all metaphors and what they imply Big question: Can a city breathe?	Children create a word bank of metaphors for a busy London Christmas Scene. Children to organise their metaphors into categories (e.g senses or characters, scenery) Big question: Can a pause or silence be more powerful than words?	Children write their poems independently and edit. Success criteria: Metaphors - make sense Rhythm Clear verse structure Big question: How would the way we live be different if buildings had feelings?
Grammar & Punctuation	Punctuation Use of the colon to introduce a list and use of semi-colons within lists.	Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses.	Noun phrases Phrases recap Use expanded noun phrases by the addition of modifying adjectives,	Grammar assessment	Adverbs and modal verbs Indicating degrees of possibility using adverbs (for e.g. perhaps,	Apostrophes Using apostrophes for possession and plural words.	Cohesion Devices to build cohesion within a paragraph (e.g. then,

			nouns and preposition phrases to convey complicated information concisely.		surely) or modal verbs (e.g. might, should, will, must).		after that, this, firstly). <u>Grammar quiz:</u> Colons and semi-colons and how they are used
Spelling	<u>Rule:</u> Words ending 'ibly' <u>Core words</u> excellent explanation foreign frequently guarantee	<u>Rule:</u> Words ending 'ably' <u>Core words</u> hindrance individual interrupt language lightning	<u>Rule:</u> Words ending in 'ent' '<u>Core words</u> muscle necessary nuisance occur opportunity	Spelling assessment: Core words, days of the week and months of the year	<u>Rule:</u> words ending in 'ence' <u>Core words</u> persuade physical profession recognise recommend	<u>Rule:</u> words with the 'ee' sound spelt 'ei' <u>Core words</u> relevant rhythm shoulder signature soldier	<u>Vocabulary</u> Use a thesaurus to develop vocabulary
Handwriting	Using break letters b g p y	joining tall letters b f h k l t	joining e		joining to short letters	joining to round letters	revision of all joining this far

Maths	Statistics		Multiplication and Division			Perimeter and Area	
Maths	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Understand and use a greater range of scales in their representations. Solve comparison, sum and difference problems using information presented in a line graph.	Complete, read and interpret information in tables, including timetables. To be able to tell the time on a regular and 24 hour clock, understanding the number of minutes in an hour.	Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10,100 and 1000. Identify multiples and factors including finding all factor pairs of a number and common factors of 2 numbers.	Maths assessment	Recognise and use square numbers and cube numbers and the notation for squared and cubed. Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.	Measure and calculate the perimeter of composite rectilinear shapes in cm and m.	Calculate and compare the area of rectangles (including squares) and, including using standard units cm2 , m2, estimate the area of irregular shapes.

Arithmetic	Time		Times Tables		Multiplication	Place Value Revision	

	Stone Age to Iron Age						
	Surviving the Stone Age	Stone Age: Skara Brae	Becoming the copper child	Bronze age: Stonehenge	World Art Week	Hillforts	Iron age: The Druids
History	Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time	Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.		Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.	Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.

Geography							
Art & Design	**Lascaux Cave painting**						
	I can explain what cave paintings were used for. Pupils close their eyes and pretend that they are archaeologists, searching through the Lascaux caves for artefacts from the Stone Age. Whilst the pupils are doing this, put the Lascaux cave pictures on the board. Ask the question Why did they draw and paint animals? (To let others know where to find food.) Use ropes to create an outline of a prehistoric animal. Use charcoal to draw a prehistoric animal and experiment with a smudging technique moving the charcoal inwards towards the centre of the animal. Complete drawing with hair and shading.	I can make my own paint using charcoal. Give each pair a piece of broken charcoal, crush it in a palette with the end of a rolling pin. Add a small amount of water and red paint for a binder (blood!!)and mix with sticks. Demonstrate how to use the flat and sharp ends of the stick/twigs to create lines. Each child has their own piece of sugar paper to practice lines on. Show how to create a person using the finger for head and stick for the rest of the body (long limbs that go down, not splayed out!). Put a child in a position (e.g. throwing a spear, running, holding a bow and arrow). Children copy the figure onto their papers. looking carefully at the proportions of the stone age figures (long and thin).	I can laminate paper and glue and use texture to create a cave wall effect. Each pair has a large sheet of brown paper (roughly A2 size). Using a paintbrush, apply paste to the section of the paper. Tear off some tissue and or grey/brown paper (about the size of a hand) and apply to the pasted area. Apply more paste on top, using fingers to make creases. Do this until the whole paper is covered. Using fingers, apply a very small amount of black paint onto the wet pictures, but not over the whole thing for a rock cave effect	I can use ropes to create an outline of a prehistoric animal in charcoal on my final piece. Repeat the ropes activity from Lesson 1, practising shapes of animals. Give children another animal picture and ask them to create the outline using ropes on their dried wall creations from last lesson. When checked, trace around the outline with charcoal, then remove ropes and create a thicker charcoal border. Add some shading around the edges.		I can add paint for colour and effect. Look at where on the animal pictures there are dark areas (shade) and add shade to those areas with the charcoal. Using red, black, brown ochre -children to apply the paint to small sections of the creature (not the whole thing). Add stick people, using twigs, around the page to look as if they're hunting the creature.	Painting and drawing I can add paint for colour and effect. Look at where on the animal pictures there are dark areas (shade) and add shade to those areas with the charcoal. Using red, black, brown ochre -children to apply the paint to small sections of the creature (not the whole thing). Add stick people, using twigs, around the page to look as if they're hunting the creature.
STEM					World Art Week		
	Solar System						
Music Unicef RRS Article 29	**Musical Focus: Listening**						
	Listening to music with focus and analysing using musical vocabulary Relating sound sequences to images Interpreting images to create descriptive sound sequences	Developing the use of dynamics in a song • Listening to music, focusing on dynamics and texture • Learning a melodic ostinato using staff notation	Developing techniques of performing rap using texture and rhythm	Learning a song with a complex texture Learning about the sound of the whole tone scale	Listening to music and describing its effects and use of the musical dimensions Performing a song with expression and with attention to tone and phrasing Creating a musical background to accompany a poem	Creating and presenting a performance of song, music and poetry	
PSHE Unicef RRS Article 30	**Celebrating Differences**						
	Different Cultures	**Racism**	**Rumours and Name Calling**	**Types of Bullying**	**Does Money Matter?**	**Celebrating Difference Across the world**	
	I understand that cultural differences sometimes cause conflict	I understand what racism is I am aware of my attitude towards people of different races	I understand how rumour spreading and name calling can be bullying behaviours	I can explain the difference between direct and indirect types of bullying	I can compare my life with people in the developing world I can appreciate the value of happiness	I can enjoy the experience of a culture other than my own I respect my own and other people's cultures	

	I am aware of my own culture		I can tell you how I manage my feelings in bullying situations and for problem solving when I'm part of one	I know some ways to encourage children to make other choices and know how to support children who are being bullied	regardless of material wealth		

How is Christmas Celebrated Around the World?

RE Unicef RRS Article 14	*What differences are there in accounts given by Luke and Matthew?*	*Which stories have developed from the 'real' Christmas story?*	*What happens during Advent?*	*How do Christmas traditions vary around the world?*		*What is Epiphany?*	*What story or play can we create based on traditional Christmas themes?*
	After looking at two versions of the same story, children will complete a Venn diagram of similarities and differences.	Children will read the story of Babushka and track the emotive themes in the story.	Children will explore the symbolism of an Advent wreath.	Children will use computers to research Christmas traditions around the world and make a class presentation.	World Art Week	How is Epiphany celebrated around the world? Children think about the three gifts given to Jesus and what they mean.	Children will produce a play script in groups and perform to class.
Spanish	Theme: Family New Target Language: Family names **Phonetics focus: /f/** **Core story:**	New Target Language: What's his/ her name? ¿como se llama? His - her name is Ella es - Se llama… **Phonetics focus: /h/**	New Target Language: Places Eg La Biblioteca **Phonetics focus: /x/**	New Target Language: Directional language **Phonetics focus: / z/**	New Target Language: Noun plus an adjective Eg Mi mama es alta (estar) **Phonetics focus: /ll/**	**Writing task:** Language Passport 4 combining target language from this half term	**Culture focus:** Dali

Programming: Micro:Bit

Computing Unicef RRS Article 17	**Tinkering with BBC Micro:bit.**	**Programming an Animation**	**Polling Program**	**Programming a pedometer**	**Programming a Scoreboard**	**Assessment/ Project Completion**	
	Children are introduced to the BBC Micro:bit device, they investigate what it does and how it works. Children predict what it will do, explore it independently and explain what they find using technical vocabulary.	Using the BBC micro:bit, pupils are set the task of working out how an animation is created before programming their own. Children can explain the difference between 'start' and 'forever'.	Children use the BBC Micro:bit as a polling program, recording how many people feel happy, neutral or sad about a topic. Children can explain how it works.	With some support, children investigate how to turn the BBC micro:bit into a pedometer and work on developing their debugging skills further.	Children get to see their coding come to life when using the BBC micro:bit as a scoreboard for a rock, paper, scissors tournament.	Children to complete any outstanding work. Children take part in assessments also.	

Living Things and their Habitats

Science	**Classifying**	**Reproduction**	**Food Chains**	**Pattern Seeking**	**Research**	**Present**	**End Of Unit Assess**
	To classify animals in a diagram according to life cycles and describe the life cycles of a mammal, amphibian, insect and bird.	To describe the reproduction systems of some plant and animals.	To describe the food chains between plants and animals and the part each component plays within the chain.	Generate questions looking at life trends amongst animals e.g Do larger mammals have longer gestation periods? Do larger animals live longer? Do smaller animals lay more eggs?	Generate questions to research the life cycle of a chosen animal: mammal, amphibian, insect, bird e.g. dragon fly, cuckoo, salmon, worm, owl. Research how gardeners asexually reproduce plants.	Children to present their findings from the previous week's research lesson.	What have we learnt about animals including humans and living things and their habitats?

Indoor: Gymnastics

PE	Balancing and rolling using the mats	Balancing using the apparatus	Vaulting using the pommel Horse	Balance beam routines	Floor routines (plan a one minutes floor routine)	Incorporating the hoops into a gymnastic routine	Gymnastics competition

Outdoor: Tag Rugby

	An introduction to tag rugby	Passing drills, backwards passing and moving forward.	Tackling and tagging. What happens once you are tagged how do we play on?	Scoring a try, Bulldog Tag rugby.	Rules and understanding of rugby, small sided games (2 v 2) (3v 3)	Game situations, Rugby tournament. (5 v 5)	Game situations, Rugby tournament. (5 v 5)