

Autumn 2 Medium Term Plan 2022 Year Group 5

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Persuasive Argument (Victorians, Workhouses History Link) (3 weeks)</p> <p><i>LO: to be able to understand and extract key information from a text</i></p> <p><u>Outcome: Read and answer comprehension questions on workhouses</u></p> <p><i>LO: to be able to understand subject specific vocabulary and its purpose.</i></p> <p><u>Outcome: Match definition to vocabulary and use in sentences.</u></p> <p><i>LO: to be able to understand the purpose of</i></p>	<p>Persuasive Argument (Victorians, Workhouses History Link) (3 weeks)</p> <p><i>LO: to be able to identify the features of a persuasive letter.</i></p> <p><u>Outcome: To share, read and highlight persuasive letters.</u></p> <p><i>LO: to be able to use persuasive language.</i></p> <p><u>Outcome: Complete sentences / paragraphs using correct persuasive language.</u></p> <p><i>LO: to be able to use formal language and</i></p>	<p>Persuasive Argument (Victorians, Workhouses History Link) (3 weeks)</p> <p><i>LO: to be able to extract key information from a video,</i></p> <p><u>Outcome: Children watch video diary of a child in a workhouse and write down key events during the day.</u></p> <p><i>LO: to be able to identify the purpose and features of a diary entry.</i></p> <p><u>Outcome: To share, read and analyse diary entries.</u></p>	<p>Diary (Workhouse child, History Link) (2 weeks)</p> <p><i>LO: to be able to extract key information from a video. .</i></p> <p><u>Outcome: Children watch video diary of a child in a workhouse and write down key events during the day.</u></p> <p><i>LO: to be able to identify the purpose and features of a diary entry.</i></p> <p><u>Outcome: to share read and analyse diary entries</u></p> <p><i>LO: to be able to write in the first person.</i></p>	<p>Diary (Workhouse child, History Link) (2 weeks)</p> <p><i>LO: to be able to organise information into a plan</i></p> <p><u>Outcome: Children will be able to organise information chronologically into a plan.</u></p> <p><i>LO: to be able to write using fronted adverbials to add detail to sentences.</i></p> <p><u>Outcome: Children will draft diary entry</u></p> <p><i>LO: to be able to improve and edit word choice.</i></p>	<p>Assessment Week</p> <p><u>Assessment Week</u></p> <p>Big Write – Character Description A Christmas Carol Plan</p> <p>Big Write - Writing</p> <p>Reading Paper</p> <p>SPaG Paper</p>	<p>Narrative, A Christmas Carol (Victorians, History Link) (1 week)</p> <p><i>LO: to be able to retell a story.</i></p> <p><u>Outcome: Children will read a part of a Christmas Carol and summarise key events chronologically.</u></p> <p><i>LO: to be able to write speech to progress a story.</i></p> <p><u>Outcome: Children will write a scene from a Christmas Carol in a graphic novel format</u></p>

Reading	The Bewitching of Aveline Jones VIPERS style questions.	The Bewitching of Aveline Jones VIPERS style questions.	The Bewitching of Aveline Jones VIPERS style questions.	The Bewitching of Aveline Jones VIPERS style questions.	The Bewitching of Aveline Jones VIPERS style questions.	The Bewitching of Aveline Jones VIPERS style questions.	The Bewitching of Aveline Jones VIPERS style questions.
Maths	<p>Unit 3: Addition and subtraction</p> <p>Lesson 3 Use the column method to subtract whole numbers with more than 4 digits,</p> <p>Lesson 4 Explore how and why exchanges can occur in subtractions</p> <p>Lesson 5 To use rounding numbers to help make estimates</p> <p>Lesson 6 To mentally add whole numbers by choosing the most efficient method</p>	<p>Lesson 7 To mentally subtract whole numbers by choosing the most efficient method</p> <p>Lesson 8 To use the inverse operation in order to check the answers</p> <p>Lesson 9 Strategies to use to solve problems</p> <p>Lesson 10 To solve more complex addition and subtraction multi-step problems</p>	<p>Unit 4 Graphs and tables</p> <p>Lesson 1 Extract information from tables to solve a range of problems involving four operations</p> <p>Lesson 2 Create and extract information from two-way tables.</p> <p>Lesson 3 Read line graphs with a range of scales and interpret the information</p> <p>Lesson 4 Reading and interpretation of line graphs with</p>	<p>Lesson 5 Draw simple line graphs from data that is given in a table</p> <p>Unit 5 Multiplication and division 1</p> <p>Lesson 1 Spot patterns in multiples of numbers</p> <p>Lesson 2 Use multiplication and division to find factors</p> <p>Lesson 3 Learn about prime numbers and how they are different to other numbers</p>	<p>Lesson 4 Use their learning about prime numbers to help them solve mathematical problems and puzzles</p> <p>Lesson 5 Learn about square numbers</p> <p>Lesson 6 Learn how to recognise and represent cube numbers</p> <p>Lesson 7 Using the inverse operation can help to check and solve problems,</p>	<p>Lesson 8 To fluently multiply whole numbers by 10, 100 and 1,000</p> <p>Lesson 9 To fluently divide whole numbers by 10, 100 and 1,000</p> <p>Lesson 10 To reliably multiply numbers by multiples of 10, 100 and 1,000 using known multiplication facts</p> <p>ASSESSMENT WEEK (2 Lessons)</p>	Recap of any issued raised by assessment

			more complex scales				
Calculation 5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	Personalised tables Reinforcement of 4 basic operations – focus on SMD-3	Personalised tables Reinforcement of 4 basic operations – focus on SMD-3	Personalised tables Reinforcement of 4 basic operations – focus on SMD-3	Personalised tables Reinforcement of 4 basic operations – focus on SMD-3	Personalised tables Reinforcement of 4 basic operations – focus on SMD-3	Personalised tables Reinforcement of 4 basic operations – focus on SMD-3	Personalised tables Reinforcement of 4 basic operations – focus on SMD-3
Science Properties and Changes of Materials	LO: to be able to understand thermal conductivity LO: to be able to understand melting and qualities that affect it. Outcome: Melting ice cube experiment.	LO: to be able to identify reversible and irreversible changes. Outcome: Investigation of changes: Rusting nails <ul style="list-style-type: none"> • No water • Water • Salt water Ice cube Dissolved salt Dissolved coffee Melted wax Burnt Match	LO: to be able to understand magnetism strength Outcome: Magnet strength /distance investigation	LO: to be able to identify reversible and irreversible changes. Outcome: <u>Investigation of changes:</u> <u>Discuss results and findings.</u>	LO: to be able to identify different electrical conductors. Outcome: <u>Circuit investigation – different materials.</u>	Self Assessment	
Art & design	L.O.: To examine bodily poses	L.O.: To make a proportioned 3D figure	L.O.: Make a wire armature of a figure	L.O.: To build up mod rock layers	L.O.: To colour the plain figure	L.O.: To add fine details with pen	L.O.; To review, evaluate and

	<p>Outcome: Children make stick figure drawings of different poses</p>	<p>Outcome: Children produce a figure from silver foil and photograph it.</p> <p>https://www.youtube.com/watch?v=AkyMtWoleOU&list=PLjOIB7fZbceck6AQuThAwmsmMyCGkQRL3&index=2</p> <p>https://www.youtube.com/watch?v=VLTFiGt-kxU</p> <p>https://www.youtube.com/watch?v=5E1o92V_MU8</p>	<p>Outcome: Children produce a wire frame</p> <p>https://www.youtube.com/watch?v=DUFtTybCgsE</p>	<p>Outcome: Children have a plain figure</p> <p>https://www.youtube.com/watch?v=DUFtTybCgsE</p>	<p>Outcome: The figure is covered in coloured tissue paper</p> <p>https://www.youtube.com/watch?v=DUFtTybCgsE</p>	<p>Outcome: Figures are completely finished</p>	<p>gallery finished figures</p> <p>Outcome: Children exhibit their finished artwork</p>
<p>Computing</p> <p>1.5 How do we collaborate online?</p>	<p>L.O.: To understand computer networks including the internet (RSHE Y4 Os4 Act 2)</p> <p>Outcome: Children are aware how the</p>	<p>L.O.: To understand how they can provide multiple services, such as the world wide web</p> <p>Outcome: Children aware of difference between internet</p>	<p>L.O.: To understand the opportunities offered for communication and collaboration</p> <p>Outcome: Produce list of all the ways people can</p>	<p>L.O.: To investigate how websites are ranked by search engines.</p> <p>Outcome: Use iPads to investigate and report back findings</p>	<p>L.O.: To use the internet to answer questions</p> <p>Outcome: Children complete quiz in pairs - include website address with answer</p>		

	<p>internet works via drama activity</p> <p>http://www.bbc.co.uk/guides/z3tbgk7</p> <p>http://www.bbc.co.uk/guides/z2nbgk7</p> <p>http://www.bbc.co.uk/guides/ztbjq6f</p>	<p>and WWW. Draw diagram to illustrate difference</p>	<p>communicate, the timescales involve and pros & cons of each method</p>	<p>https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/ztbjq6f</p> <p>Website Traffic - Check and Analyze Any Website Similarweb</p>			
Design & technology							
Geography				<p><i>L.O.: To be able to use the scale on maps to calculate distances.</i></p> <p>Outcome: Children compare distances to different major UK cities using different scales</p>	<p><i>LO: to be able to identify the tropics of Cancer and Capricorn.</i></p> <p>Outcome: draw the tropics of Cancer and Capricorn on an atlas.</p> <p><i>LO: to understand the purpose of latitude and longitude.</i></p> <p>Outcome: Children find</p>	<p><i>LO: to understand the purpose of different time zones and how they originated.</i></p> <p>Outcome: Children workout the different times in various locations and look at live webcams from around the world.</p>	<p><i>LO: to be able to read and use a compass</i></p> <p>Outcome: Children will navigate to different points in the yard using a compass.</p>

					the latitude and longitude of different locations.		
History		<p><u>Victorian Schooling</u></p> <p>LO: to compare a modern and Victorian childhood</p> <p><u>Outcome: Children will engage in Victorian school activities and compare afterwards.</u></p> <p><u>Curriculum Links:</u> Hi 2/2.1 <i>Local history</i></p>	<p><u>Victorian Reform.</u> Link – Historical Recount.</p> <p>LO: to understand that the work of individuals can change aspects of society.</p> <p>Focus Thomas Barnardo (Ragged Schools).</p> <p><u>Outcome: Children will write a short biography of Thomas Barnardo and the ragged schools.</u></p> <p><u>Curriculum Links:</u></p>				

			<p>Hi2/2.2 <i>study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>- changes in an aspect of social history.</i></p>				
MFL	<p>6: Colours</p> <p>Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.</p>	<p>7: Monsters!</p> <p>Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary.</p>	<p>8: Adjective agreements</p> <p>Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule.</p>	<p>9: The hungry monster</p> <p>Recognise the adjective agreement rule. Start to apply the adjective agreement rule. Learn some words for food items in French.</p>	<p>10: Food</p> <p>Learn some words for food items. Pronounce words with the 'on' and 'om' nasal sounds. Learn part of a story.</p>		
PE 1 - Handball	<p>L.O: To pass and catch the ball accurately.</p> <p>L.O: To understand the rules of the game.</p>	<p>L.O: To develop throwing and catching</p> <p>L.O: To pass the ball quickly and effectively.</p>	<p>L.O: To introduce passing and shooting</p> <p>L.O: To pass the ball quickly and effectively.</p>	<p>L.O: To develop passing and shooting</p> <p>L.O: To pass the ball quickly and effectively.</p>	<p>L.O: To move with/without the ball-dribbling</p> <p>L.O: To use space effectively to pass the ball.</p>	<p>L.O: To bring all the skills together in a game situation.</p> <p>L.O: To use space effectively to pass the ball.</p>	<p>L.O.: To play an inter class competition</p> <p>Outcome: Passing the ball within a team accurately.</p>

	<p>Outcome: Pass practice overhead and bounce pass. To catch the ball accurately in different positions. Play a small game scenario</p>	<p>L.O: To understand the rules of the game.</p> <p>Outcome: Throw and catch accurately (using a variety of throws to a partner). To pass to a partner avoiding people on opposing team. Play a small game scenario</p>	<p>L.O: To block passes effectively and safely.</p> <p>L.O: To understand the rules of the game.</p> <p>Outcome: Throwing at speed and over distance. Passing and shooting work. Play a small game scenario</p>	<p>L.O: To block passes effectively and safely.</p> <p>L.O: To understand the rules of the game.</p> <p>Outcome: Passing the ball within a team accurately. Shooting accurately whilst moving Play a small game scenario</p>	<p>L.O: To apply the rules of the game.</p> <p>Outcome: Passing the ball within a team accurately. Shooting accurately whilst moving Play a small game scenario</p>	<p>L.O: To apply the rules of the game.</p> <p>Outcome: Passing the ball within a team accurately. Shooting accurately whilst moving Play a small game scenario</p>	<p>Shooting accurately whilst moving Play a small game scenario</p>
PE 2 - Dance	<p><u>Down the mine</u></p> <p>To perform dances using a range of movement patterns</p> <p>To develop flexibility, strength, technique, control and balance</p>	<p><u>Down the mine</u></p> <p>To perform dances using a range of movement patterns</p> <p>To develop flexibility, strength, technique, control and balance</p>	<p><u>Life in Service</u></p> <p>To perform dances using a range of movement patterns</p> <p>To develop flexibility, strength, technique, control and balance</p>	<p><u>Life in Service</u></p> <p>To perform dances using a range of movement patterns</p> <p>To develop flexibility, strength, technique, control and balance</p>	<p><u>At the mill</u></p> <p>To perform dances using a range of movement patterns</p> <p>To develop flexibility, strength, technique, control and balance</p>	<p><u>At the mill</u></p> <p>To perform dances using a range of movement patterns</p> <p>To develop flexibility, strength, technique, control and balance</p>	<p><u>Performance</u></p> <p>To perform dances using a range of movement patterns</p> <p>To develop flexibility, strength, technique, control and balance</p>

	<p>To compare their performances with previous ones.</p> <p>Outcome: To have a dance sequence linked to music.</p> <p>Movement focus</p> <ul style="list-style-type: none"> • Solo and pair work • Gesture • Developing sequences • Travelling through imaginary environments • Travelling using different movement qualities • Conveying mood and feelings through movement 	<p>To compare their performances with previous ones.</p> <p>Outcome: To have a dance sequence linked to music.</p> <p>Movement focus</p> <ul style="list-style-type: none"> • Solo and pair work • Gesture • Developing sequences • Travelling through imaginary environments • Travelling using different movement qualities • Conveying mood and feelings through movement 	<p>To compare their performances with previous ones.</p> <p>Outcome: To have a dance sequence linked to music.</p> <p>Movement focus</p> <ul style="list-style-type: none"> • Different qualities of travelling steps and movements • Individual, pair and small group work • Gesture and mime • Responding to different music to convey mood. 	<p>To compare their performances with previous ones.</p> <p>Outcome: To have a dance sequence linked to music.</p> <p>Movement focus</p> <ul style="list-style-type: none"> • Different qualities of travelling steps and movements • Individual, pair and small group work • Gesture and mime • Responding to different music to convey mood. 	<p>To compare their performances with previous ones.</p> <p>Outcome: To have a dance sequence linked to music.</p> <p>Movement focus</p> <ul style="list-style-type: none"> • Individual and group work • Tight rhythmic sequences • Swift and sudden movements • Working on the spot and travelling • Different ways of travelling - walking, crawling and rolling 	<p>To compare their performances with previous ones.</p> <p>Outcome: To have a dance sequence linked to music.</p> <p>Movement focus</p> <ul style="list-style-type: none"> • Individual and group work • Tight rhythmic sequences • Swift and sudden movements • Working on the spot and travelling • Different ways of travelling - walking, crawling and rolling 	<p>To compare their performances with previous ones.</p> <p>Outcome: To perform a dance sequence linked to music.</p> <p>Both classes together watch each other's performances.</p>
RE	Holy Communion	Holy Communion	Christian stories L.O.: To understand the	Christian stories L.O.: To understand the	Christmas Activities	Christmas Activities	Christmas Activities

	<p>L.O.: To understand and explain what Holy Communion is.</p> <p>Outcome: Children learn and understand a religious practice - representing Jesus with bread and wine in Christian worship</p>	<p>L.O.: To investigate forgiveness in Christianity.</p> <p>Outcome: Learning and understanding about forgiveness and loving your enemies to describe the significance of being part of the Christian religion</p>	<p>importance of the The Parable of the Lost Son for Christians.</p> <p>Outcome – reflection on the challenges of forgiveness and living a good life.</p>	<p>importance of the Christmas story for Christians.</p> <p>Outcome - Describe the significance of being part of the Christian religion – what does it give to Christians?</p>	<p>L.O.: To understand the modern practises of Christians at Christmas</p> <p>Outcome – Produce Christmas cards with a Christian theme</p>	<p>L.O.: To understand the modern practises of Christians at Christmas</p> <p>Outcome – Complete puzzles and activities with a Christmas theme</p>	<p>L.O.: To understand the modern practises of Christians at Christmas</p> <p>Outcome – Complete puzzles and activities with a Christmas theme</p>
RSHE	<p>C1) What is prejudice?</p> <p>L.O: To understand why some people discriminate</p> <p>Outcome: Match prejudiced phrases with better phrases https://www.youtube.com/watch?v=b_mfdqyBqT8</p>	<p>C2) What is the history of prejudice?</p> <p>L.O: To understand how history impacts people who are alive today</p> <p>Outcome: Children write a list of the 5 things that they would change to make the world less prejudiced</p>	<p>C3) What should I do if I encounter prejudice?</p> <p>L.O: To identify the most common types of prejudice</p> <p>Outcome: Create poster about the ways to defeat discrimination</p>	<p>C4) How can I be a great citizen?</p> <p>L.O: To identify the ways that we can help people around us without upsetting them</p> <p>Outcome: Children learn some basic BSL</p>	<p>C5a) Why is money important?</p> <p>L.O: To understand that not everyone has the same access to money and employment across the world PSHE KS1/KS2: What's fair? - BBC Teach</p> <p>Outcome: Discussion about poverty,</p>	<p>C5b) How should I spend my money?</p> <p>L.O: To identify the ways that money affects their lives</p> <p>Outcome: Children research the cost of different activities</p>	

