

Autumn 1 MTP 2023/24 Year Group 5

Subject	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Vocab / Description (Victorians, History Link) (1 week)</p> <p><i>LO: to use a thesaurus to make interesting vocabulary choices.</i></p> <p><u>Outcome: Use a thesaurus to find alternative vocabulary choices.</u></p> <p><i>LO: to choose appropriate adjectives for the appropriate intensity.</i></p> <p><u>Outcome: Plan adjective choice for descriptive writing.</u></p> <p><i>LO: to group ideas into paragraphs.</i> <u>Outcome: write a piece of descriptive writing based on</u></p>	<p>Non-chronological reports (Industrial Revolution, History Link) (3 weeks)</p> <p><i>LO: to understand and extract key information from a text.</i></p> <p><u>Outcome: Answer comprehension questions on the industrial revolution.</u></p> <p><i>LO: to understand technical vocabulary and its purpose.</i></p> <p><u>Outcome: research, write and discuss the definitions of key vocabulary.</u></p> <p><i>LO: to understand the</i></p>	<p>Non-chronological reports (Industrial Revolution, History Link) (3 weeks)</p> <p><i>LO: to write in note form.</i></p> <p><u>Outcome: to add factual information to plan in preparation for writing.</u></p> <p><i>LO: to be able to identify formal language,</i></p> <p><u>Outcome: Identify, sort and edit informal and formal versions of language/text.</u></p> <p><i>LO: to write using a technical vocabulary.</i></p> <p><i>LO: to be able to use a plan</i></p>	<p>Non-chronological reports (Industrial Revolution, History Link) (3 weeks)</p> <p><i>LO: to write using a technical vocabulary.</i></p> <p><i>LO: to be able to use a plan effectively to write.</i></p> <p><u>Outcome: Write a non-chronological report using plan</u></p> <p><i>LO: to be able to edit informal text into a formal style.</i></p> <p><u>Outcome: to edit and improve work to ensure a formal style.</u></p> <p><i>LO: to organise text using appropriate</i></p>	<p>Narrative – Character Description (Street Child, History Link) (2 weeks)</p> <p><i>LO: to infer information from the text.</i></p> <p><u>Outcome: read excerpts from ‘Street Child’ and discuss characters.</u></p> <p><i>LO: to be able to identify description features in a text.</i></p> <p><u>Outcome: identify writing features used to create character imagery.</u></p> <p><i>LO: to make interesting and appropriate word choices</i></p> <p><u>Outcome: to be able to organise</u></p>	<p>Narrative – Character Description (Street Child, History Link) (2 weeks)</p> <p><i>LO: to edit sentences to improve word choices</i></p> <p><u>Outcome: edit repetitive passages of writing by changing word choices.</u></p> <p><i>LO: to be able to write in the past tense.</i></p> <p><i>LO: to be able to write a description including hyphenated words.</i></p> <p><i>LO: to be able to write in a descriptive style.</i></p>	<p>Poetry (1 week)</p> <p><i>LO: to be able to identify the difference between similes and metaphors.</i></p> <p><u>Outcome: Share and read poetry and identify metaphors and similes in poetry.</u></p> <p><i>LO: to be able to write descriptively using metaphors and similes</i></p> <p><u>Outcome: write similes and metaphors based on stimulus.</u></p> <p><i>LO: to be able to write using stanzas</i></p> <p><u>Outcome: write a poem using</u></p>

	patterns in spellings	patterns in spellings	patterns in spellings	patterns in spellings	patterns in spellings	patterns in spellings	patterns in spellings
Reading	The Haunting of Aveline Jones VIPERS style questions.	The Haunting of Aveline Jones VIPERS style questions.	The Haunting of Aveline Jones VIPERS style questions.	The Haunting of Aveline Jones VIPERS style questions.	The Haunting of Aveline Jones VIPERS style questions.	The Haunting of Aveline Jones VIPERS style questions.	The Haunting of Aveline Jones VIPERS style questions.
Maths Power Maths Book A	Core calculation skills / number fluency To recall times table facts To recall number bonds to 10 & 100 To use written methods to add and subtract 3 and 4 digit numbers To use mental methods for addition and subtraction	Unit 17: Book C Measure – Volume & capacity Lesson 1 Estimate volume and capacity (cubic cm) P160 Lesson 2 Comparing volumes P163 Lesson 3 To estimate volumes P166	Unit 1: Book A Place value within 1,000,000 (1) Lesson 2 Recognise place value in numbers to 10,000 P9 Lesson 3 Recognise place value in 100,000 P12 Lesson 4 Recognise place value in 100,000 P15 Lesson 1 To read and write Roman numerals to 1000 P6	Lesson 5 To read and write 5&6 digit numbers P18 Lesson 6 To compare numbers using powers of 10 P21 Lesson 7 To find more or less using power of 10s P24 Lesson 8 To partition numbers to 1,000,000 P27 End of Unit assessment	Unit 2: Book A Place value within 1,000,000 (2) Lesson 1 To order numbers to 1,000,000 using a number line P32 Lesson 2/3 Compare and order numbers to 1,000,000 P35/38 Lesson 4 To round numbers to the nearest 100,000 P41 Lesson 5 To round numbers to the nearest 10,000 P44	Lesson 6 To round numbers to the nearest 10,100 & 1000 P47 Unit 3: Book A Addition and Subtraction Lesson 3 Add whole numbers with more than 4 digits (1) P58 (Extension L1) Lesson 5 Subtract whole numbers with more than 4 digits (1) P64 (Extension L2) Lesson 4 Add whole numbers with more than 4 digit P61 (Extension L1)	Lesson 6 Subtract whole numbers with more than 4 digits (2) P67 (Extension L2) Lesson 8 To use inverse operations to check calculations P73 Lesson 9 To solve multi-step problems using addition and subtraction (1) P76 Lesson 10 To solve multi-step problems using addition and subtraction (2) P79

Calculation 5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	2,5 & 10 X tables Reinforcement of 4 basic operations	3 & 4 X tables Reinforcement of 4 basic operations	6 & 8 X tables Reinforcement of 4 basic operations	7 X tables Reinforcement of 4 basic operations	9 X tables Reinforcement of 4 basic operations	11 & 12 X tables Reinforcement of 4 basic operations	All X tables Reinforcement of 4 basic operations
Science Properties and Changes of Materials	<p>Initial ass of children's prior knowledge.</p> <p>L.O: To separate materials based on their properties.</p> <p>OUTCOME: Odd one out which material is different why? Give reasoned explanations.</p>	<p>L.O: To revise features of states of matter: solid, liquid & gas.</p> <p>L.O: To rehearse properties of materials discussed in earlier years, e.g. electrical conductivity Y4, transparency & magnetic Y3.</p> <p>OUTCOME: To know matter exists in different states and that materials have different</p>	<p>L.O: To study hardness of materials & carry out some enquiries related to other properties.</p> <p>L.O: To investigate the terms transparent opaque and translucent.</p> <p>OUTCOME: What happens to trans parity of materials as they get thicker? Children to</p>	<p>L.O: To introduce solubility as another property of materials.</p> <p>L.O: To learn the terminology related to solubility.</p> <p>L.O: To ensure that children don't confuse dissolving with melting.</p> <p>OUTCOME: Conduct an enquiry to find out more about this property using different</p>	<p>L.O: To use a combination of magnets, filtering, sieving & evaporating to separate a variety of mixtures.</p> <p>L.O: To decide on the most appropriate method to separate each mixture.</p> <p>L.O: To discuss everyday examples of separating mixtures.</p> <p>OUTCOME: Conduct an enquiry to discover different methods of</p>	<p>L.O: To compare thermal conductivity with electrical conductivity</p> <p>L.O: To discuss what children wear in cold weather & relate to other common objects.</p> <p>OUTCOME: Conduct an enquiry using different insulators for</p>	<p>L.O: To compare & contrast reversible & irreversible changes.</p> <p>L.O: To investigate irreversible and reversible changes that occur in daily life.</p> <p>OUTCOME: To blow up a balloon using another reversible change caused</p>

		properties, which are related to their uses.	investigate and explain.	materials in water. Children to investigate and explain.	separating based on a materials property. Children to investigate and explain.	warm water & cold ice cream Children to investigate and explain.	by acid on bicarbonate of soda. Children to investigate and explain.
Art & design							
Computing RSHE – Online safety							
Design & Technology Hand Puppet Links: History	L.O.: To investigate and analyse a range of existing products L.O.: To research and design an innovative, functional, appealing product that is fit for purpose Outcome: Children evaluate ready-made puppets for design /	L.O.: To generate, develop, model and communicate their ideas. Outcome: Children produce a plan of how to make their design	L.O.: To develop skills required to produce product Outcome: Children will have practised the skills (stitches) needed to make their puppet	L.O.: To select from and use a wider range of tools, equipment and materials to perform practical tasks accurately Outcome: Children have started to produce their puppets	L.O.: To select from and use a wider range of tools, equipment and materials to perform practical tasks accurately Outcome: Children continue to produce their puppets	L.O.: To select from and use a wider range of tools, equipment and materials to perform practical tasks accurately Outcome: Children finish producing their puppets	L.O.: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Outcome: Children compare their finished product with their design

	manufacturing ideas						
Geography				<p>L.O.: To be able to use maps and aerial photographs to identify locations</p> <p>Outcome: Children can compare maps and aerial photographs of locations that were within the British empire</p>			<p>L.O.: To be able to use the scale on maps to calculate distances.</p> <p>Outcome: Children compare distances to different major UK cities using different scales</p>
History	<p>Intro to Victorians</p> <p><i>LO: to understand when and how long the Victorian era lasted in context to other periods of history</i></p> <p>Outcome: to create a timeline of key events that took place in the Victorian era.</p> <p>Curriculum Links:</p> <p>Hi2/2.1a</p>	<p>Victorian Sheffield</p> <p><i>LO: to understand the key similarities and differences of two different time periods.</i></p> <p>Outcome: through books and research, children create a venn diagram comparing modern day Sheffield and Victorian Sheffield.</p> <p>Curriculum Links:</p>	<p>Victorian Sheffield 1901</p> <p><i>LO: to be able to analyse data and identify differences and similarities in the populations of two different time periods.</i></p> <p>Outcome: Compare Victorian census of Sheffield to 2011 census of Sheffield. Suggest why we think these changes might have happened.</p>		<p>Victorian Children</p> <p><i>LO: to be able to identify the impact of wealth on Victorian childhoods.</i></p> <p>Outcome: Research and present differences in education, health and jobs of the wealthy and poor Victorian children on a poster format.</p> <p>Curriculum Links:</p>	<p>Victorian Children</p> <p>LO: to be able to identify the impact of wealth on Victorian childhoods.</p> <p>Outcome: Research and present differences in education, health and jobs of the wealthy and poor Victorian children on a poster format</p> <p>Curriculum Links:</p>	

	<i>a depth study linked to one of the British areas of study</i>	Hi2/2.1b <i>a study over time tracing how several aspects of national history are reflected in the locality</i>	Curriculum Links: Hi2/2.1b <i>a study over time tracing how several aspects of national history are reflected in the locality</i>		Hi2/2.1b <i>a study over time tracing how several aspects of national history are reflected in the locality</i> Hi2/2.1c <i>a study of an aspect of history dating from a period beyond 1066</i>	Hi2/2.1b <i>a study over time tracing how several aspects of national history are reflected in the locality</i> Hi2/2.1c <i>a study of an aspect of history dating from a period beyond 1066</i>	
MFL All lessons follow the iLanguages French MFL scheme of work		11: Opinions about food Give opinions with reasons about food. Develop reading strategies to work out the meaning of new words. Learn a poem.		12: Goldilocks story Give opinions with reasons about food. Take part in a conversation asking for and giving opinions about different foods. Read and interact with a traditional fairy tale.		13: Shopping for food and pronunciation Read and act out a traditional tale. Revise 'je voudrais' and use it with different food items. Pronounce words with the 'e' sound.	
PE 1 <i>Hockey</i>	Basketball <u>L.O. to control a basketball</u> <u>Outcome:</u> Children will bounce the ball independently using single and alternate hands Children will move with the basketball, dribbling and	Basketball <u>L.O. to accurately pass a basketball</u> <u>Outcome:</u> Children will do paired work focussing on chest pass Single hand bounce pass Double hand bounce pass	Basketball <u>L.O. to understand defensive tactics (in basketball)</u> <u>Outcome:</u> Children will play piggy in the middle style games using prior dribbling and passing skills	Basketball <u>L.O. to shoot at a basketball hoop</u> <u>LO: to use "layout" shot technique</u> https://www.youtube.com/watch?v=BwR1DPCVsP8 <u>Outcome:</u>	Basketball <u>L.O. to play small-sided games</u> (5 v 5) <u>Outcome:</u> Use the skills rehearsed previously to play small games (shooting at same hoop)	Basketball <u>L.O. to play small-sided games</u> (5 v 5) <u>Outcome:</u> Use the skills rehearsed previously to play small games (shooting at same hoop)	Basketball <u>L.O. to play small-sided games</u> (5 v 5) <u>Outcome:</u> Use the skills rehearsed previously to play small games (shooting at same hoop)

	<p>keeping ball in control and close.</p> <p>Races in groups dribbling ball.</p>	<p>Races in groups applying skills from this week and last.</p> <p>Modified team games 3 v 3. Complete three passes in team to score goal.</p>	<p>Children will use defensive skills – blocking, body positioning, marking player to play piggy in the middle and prevent successful passes</p> <p>Modified team games 3 v 3. Complete three passes in team to score goal.</p>	<p>Children practise shooting at hoops</p> <p>Children practise shot to target</p> <p>Children learn layout technique (see video)</p> <p>Use bounce then two steps technique. Shoot opposite arm to foot.</p> <p>Children apply skills to play mini games shooting at hoop.</p>			
PE 2	<p>Gymnastics</p> <p><u>LO: to make a range of shapes using our bodies</u> (balance, flexibility)</p> <p>Revise all prior shapes from Y1-4 (straight, star, tuck, straddle, pike)</p> <p><u>Outcome:</u> Children work IND and in pairs to create target</p>	<p>Gymnastics</p> <p><u>LO: to work with a partner to create balances using counter-balance and counter-tension techniques</u></p> <p><u>SAFETY!</u> Discuss importance of being ready, communicating with partner, using mats and</p>	<p>Gymnastics</p> <p><u>LO: to perform a safe headstand</u></p> <p><u>LO: to perform a safe headstand using a variety of gymnastics shapes</u></p> <p><u>SAFETY!</u> Warm up neck and shoulders imperative. Take breaks and explain to pupils they may have</p>	<p>Gymnastics</p> <p><u>LO: to perform a safe forward roll (along a bench)</u></p> <p><u>SAFETY!</u> Warm up neck and shoulders imperative</p> <p><u>Progression:</u> Crouch – do NOT put knees on floor. Tuck chin and roll with curved back.</p>	<p>Gymnastics</p> <p><u>LO: to jump in a variety of shapes</u></p> <p>(Pike, split leap, full turn jump)</p> <p><u>Outcome:</u> Children use mats, peer assistance, low level apparatus to rehearse range of jumps. Perform to peers</p>	<p>Gymnastics</p> <p><u>LO: to use a range of movements to links balances in a routine</u></p> <p><u>Outcome:</u> Children link balances, rolls and jumps to make a short group routine with simple apparatus.</p>	<p>Gymnastics</p> <p><u>LO: to use a range of movements to links balances in a routine</u></p> <p><u>Outcome:</u> Children link balances, rolls and jumps to make a short group routine with simple apparatus.</p>

	shapes and use them at variety of heights including jumps.	safe spaces for balance <u>Outcome:</u> Children create balances in pairs where the partner is essential. Link balances with mirrored movement to create short routine	some muscle aches the next day. <u>Outcome:</u> Children work in small groups to develop a headstand using triangle head and hand placement and beginning in a tuck shape. EXT to different leg positions.	Stand up without using hands Once roll is consistent then attempt bench <u>Outcome:</u> Ch will perform safe forward roll to stand without using hands. Ch will apply skill to bench		<u>Rehearse</u>	<u>Rehearse</u>
RE Christianity What is expected of a person in following a religion or belief?	<u>Key symbols in the Christian religion.</u> L.O.: To recognise key symbols of the Christian faith Outcome: Children know and can name some of the many symbols used in Christianity Water, candles, fish, bread and wine, shell, rainbow, dove, cross.	<u>Key places in the Christian religion.</u> L.O.: To identify key places in a church Outcome: Children can name the main features of a church Items in a church	<u>Key places in the Christian religion.</u> L.O.: To identify where Christians go on pilgrimages Outcome: Children describe the journeys taken by some Christian pilgrims Israel, Jerusalem pilgrimages. map of the world	<u>Devotion and commitment in Christianity.</u> L.O.: To describe ways in which Christians worship Outcome: Children can identify how Christians worship in church or at home What do Christians do to show their devotion? What defines commitment?	<u>Understanding of the teachings of Jesus.</u> L.O.: To understand the teachings of Jesus Outcome: Children discover the meanings behind some biblical stories <u>Story:</u> The good Samaritan- Would you stop and help someone in need?	<u>Understanding of the teachings of Jesus.</u> L.O.: To understand the teachings of Jesus Outcome: Children discover the meanings behind some biblical stories <u>Story:</u> The prodigal son - when a foolish son wasted his entire father's money on parties and gifts.	<u>Understanding of the teachings of Jesus.</u> L.O.: To understand the teachings of Jesus Outcome: Children discover the meanings behind some biblical stories <u>Story:</u> The wise and foolish builders- what is your life built on?

