



MEDIUM TERM PLANNING | YEAR 5 | Autumn 1



Author of the Term: Malorie Blackman Reflection Corner: Come and Join us

Secrets of Success: Try new things, work hard

Role Play: Build a house

	GETTING TO KNOW YOU			CAVES, HUTS & HOUSES			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SMSC opportunities Social (So) Moral (Mo) Spiritual (Sp) Cultural (Cu) British Values	Bonding Activities		Parent Meeting 19.9.18		Parents' Evening (Tues/Weds)	Prepare for PP	PP
Maths		Read, write, compare and order 5-digit numbers, understanding the place value and using < and > signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; sustain a line of enquiry; make and test a hypothesis	Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems	Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0.1 and 0.01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9	Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m	Solve subtraction using a written method for 3-digit – 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up	Assessment



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<p>Writing</p>	<p>Writing to entertain Description (I am a Panda and Koala) Immersion The Tyger poem</p>	<p>Writing to entertain Description (I am a Panda and Koala) Imitation Use different sources to find out about Pandas and Koalas</p>	<p>Writing to entertain Description (I am a Panda and Koala) Write their own descriptive poem about their class animal</p>	<p>Writing to entertain Poetry (Journey through the stone age) Immersion Create story stones Share poem, children learn and perform poem</p>	<p>Writing to entertain Poetry (Journey through the stone age) Imitation Can we use this to write our Journey to Bronze Age? Alliteration, similes, adjectives</p>	<p>Writing to entertain Poetry (Journey through the stone age) Invention Can the children write their own Journey to Iron Age poem? Can select from a wide range of known imaginative and ambitious vocabulary</p>	<p>Writing to entertain Poetry (Journey through the stone age) Edit and improve Can they edit and write out for a new book Journey to the Iron Age? Can write neatly, legibly and accurately in a flowing, joined style.</p>
<p>Reading</p>							
<p>Spoken Word</p>			<p>Perform their descriptions</p>	<p>Perform Journey through the stone Age</p>			<p>Can they perform/ share their own poems?</p>



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Science		<p>To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat.</p> <p>To be able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>To take accurate measurements using a data-logger.</p>	<p>To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat.</p> <p>To be able to measure accurately using a thermometer.</p> <p>To be able to record data in a line graph.</p> <p>To be able to use test results to make predictions to set up further comparative and fair tests.</p>	<p>To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat.</p> <p>To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations.</p>	<p>To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of electricity.</p> <p>To be able to plan a scientific enquiry that will answer a question.</p>	<p>To be able to understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>To be able to recognise control variables when planning a fair-test.</p> <p>To be able to evaluate an enquiry in terms of the amount of trust one can have in it.</p>	Assessment



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Computing	<p>Unit 5.2 Online Safety Weeks – 2 Programs – Various</p> <p>Computing\Com puting scheme1.docx</p> <p>I can understand the effect of online comments and show responsibility and sensitivity when online.</p>	<p>Unit 5.2 Online Safety Weeks – 2 Programs – Various</p> <p>I can understand the effect of online comments and show responsibility and sensitivity when online.</p>	<p>Unit 5.2 Online Safety Weeks – 2 Programs – Various</p> <p>I can understand the effect of online comments and show responsibility and sensitivity when online.</p>	<p>Unit 5.2 Online Safety Weeks – 2 Programs – Various</p> <p>I can understand the effect of online comments and show responsibility and sensitivity when online.</p>	<p>Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code</p> <p>Children can explain that coding is how computer programs are created.</p> <ul style="list-style-type: none"> • Children can navigate around the 2Code interface, dragging and dropping code blocks and running code. 	<p>Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code</p> <p>Children can show how their character repeats an action and explain how they caused it to do so.</p> <ul style="list-style-type: none"> • Children are beginning to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code. • Children can explain how they made objects repeat actions. 	<p>Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code</p> <p>Children can create an 'if' statement in their program.</p> <ul style="list-style-type: none"> • Children can create an 'if/else' statement in their program. • Children can use a timer and 'if' statement to respond to the actions of a character and change their actions
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<p>DT</p>	<p>LO: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Look at pictures of houses made of different materials.</p> <p>Discuss the purpose of dwellings</p> <p>Focus on Hillforts</p>	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Introduce task of making a clay house or a Tudor house.</p> <p>Introduce a planning sheet and demonstrate how to use it.</p>	<p>LO: Make design decisions taking account of constraints (time, resources)</p> <p>Put out an array of materials for pupils to explore suitability of materials and practise their skills at joining materials together.</p>	<p>LO: I can cut materials with precision and refine the finish with appropriate tools.</p> <p>I understand the qualities of materials and choose appropriate tools to cut and shape.</p> <p>Making their model.</p>	<p>LO: Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Evaluation of their dwelling</p>	<p>Assessment of building.</p>	
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History	LO: To know the materials used to make Stone Age houses and understand why they were used.	Celts, Romans and Tudor Literacy link LO: To compare and contrast Caves, Round houses, Tudor houses	LO: To identify the features of homes in my local area and see how they have changed since being built. I can identify continuity and change in the history of the locality of the school	Modern day LO: To compare materials and technique used to build modern houses.	LO: Understand continuity and change over time representing them on a timeline, with evidence.	Link to DT Can they make a Hill fort on Reigate Hill using their knowledge of shelters?	Assessment How have homes changed from the Stone Age? I can identify continuity and change in the history of the locality of the school and understand continuity and change over time representing them on a timeline, with evidence.
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<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Music</p>	<p style="background-color: red; color: black; padding: 2px;">Music \ Music Year 5 Autumn 1 Living on a Prayer.docx</p>	<p style="background-color: red; color: black; padding: 2px;">Music \ Music Year 5 Autumn 1 Living on a Prayer.docx</p>	<p style="background-color: red; color: black; padding: 2px;">Music \ Music Year 5 Autumn 1 Living on a Prayer.docx</p>	<p style="background-color: red; color: black; padding: 2px;">Music \ Music Year 5 Autumn 1 Living on a Prayer.docx</p>	<p style="background-color: red; color: black; padding: 2px;">Music \ Music Year 5 Autumn 1 Living on a Prayer.docx</p>	<p style="background-color: red; color: black; padding: 2px;">Music \ Music Year 5 Autumn 1 Living on a Prayer.docx</p>	<p>Unit: Living on a prayer</p> <p>Style: Rock</p> <p>Topic and cross curricular links: How rock music developed from Beatles onwards. Analysing performance</p> <p>Links to other units: I Wanna Play In A Band - KS1 (Year 2) Don't stop believing - KS2 (Year 6)</p> <p style="color: red;">TO DESCRIBE MUSIC Choose from a wide range of musical vocabulary to accurately describe and appraise music including pitch, dynamics, timbre, tempo, lyrics and melody</p>
	<p>You will need a Charanga login</p>						



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French	Look what I can do	When I grow up...	How do you spell that?	How are you feeling?	What am I going to do?	Je me presente	Getting to know you I can ask and answer simple questions and talk about interests
PE	Games	Games	Games	Dodgeball	Dodgeball	Dodgeball	Dodgeball



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<p>RE</p> <p>How Has The Christian Message Survived For Over 2,000 Years?</p>		<p>What Ingredients Does a Message Need To Spread?</p> <p>To understand the events of Jesus' Ascension and how believers were tasked with spreading the message of God; (AT1)</p> <p>To be aware of the necessary ingredients for a purposeful message that conveys meaning. (AT2)</p>	<p>What Might Stop The Spread of a Message and How Might That Stop Be Overcome?</p> <p>To be aware of how the strength of the Christian message and the perseverance of Paul enabled it to survive; (AT1)</p> <p>To understand how strength of belief can overcome persecution. (AT2)</p>	<p>How Did The Christian Message Spread After Jesus' Ascension and The First Pentecost?</p> <p>To make links between the events of the first Pentecost and how Christians feel empowered to spread the Christian message; (AT1)</p> <p>To consider how I live my life and others live their lives, considering the attributes that we try to live by. (AT2)</p>	<p>What Does Pentecost Show About The Trinity?</p> <p>To be able to describe Christian beliefs of The Trinity, explaining the sources of these beliefs; (AT1)</p> <p>To consider how The Trinity has enabled the Christian message to continue today, giving meaning, purpose and truth in Christians' lives. (AT2)</p>	<p>How Does Confirmation Contribute To The Spread of The Christian Message?</p> <p>To consider the beliefs that Christians are promising in Confirmation and explain the sources of these beliefs; (AT1)</p> <p>To reflect on promises that they might make to help them live a purposeful life with good meaning. (AT2)</p>	<p>How Has The Christian Message Survived For Over 2,000 Years?</p> <p>To suggest reasons for the similar and different beliefs which Christians and other people hold, explaining how religious sources have helped the Christian message survive for over 2,000 years; (AT1)</p> <p>To reflect on the messages that touch their life and the lives of others, why the messages affect people and how the messages influence themselves and different people. (AT2)</p> <p>Assessment AT1: Beliefs, Teachings and Sources AT2: Meaning Purpose and Truth</p>
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PHSE	Classroom Rules Group work Speaking and Listening Voting for school councillors	Being Me My Year Ahead: I can face new challenges positively and know how to set personal goals I know what I value most about my school and can identify my hopes for this school year	Being Me Being Me in Britain: 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	Being Me Year 5 Responsibility: I understand my rights and responsibilities as a British citizen and a member of my school I can empathise with people in this country whose lives are different to my own	Being Me Rewards and Consequences: 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	Being Me Our Learning Charter: 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	Being Me Owning our Learning Charter: I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it
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