

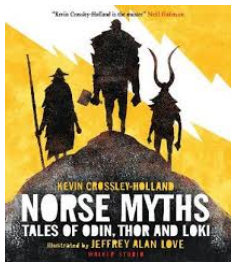




Medium Term Plan							
YEAR 5 Olive Class							
Epic Adventures – Autumn 1 2024							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
 <p><b>Own version legends/ missing chapters</b> Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries</p>  <p><b>Poem with similar structure</b> Summaries, analysis and performances</p>	1) To ask a range of investigative questions 2) To identify Anglo-Saxon kennings and use them in writing 3) To use the subjunctive tone to give formal advice 4) To use dialogue to make heroic speeches	5) To use figurative language to describe action 6) To use adverbials to show feelings 7) To use a range of noun phrases to describe a setting 8) To use adjectives to create an Emotions graph 9) To identify and justify opinions about a text	10+) To write an obituary  11) To plan a heroic Legend	120 To write using a plan  15) To edit for cohesion  To publish writing	1) To understand different poetic terms and use them appropriately 2) To précis a passage 3) To answer questions on content and structure of a poem To use a variety of multi-clause sentence structures to compare and contrast 4) To identify how the content of the poem can be performed	5) To perform a poem with sound effects 6) To identify differences in content with poems of a similar structure 7) To plan for a new poem building on an existing structure 8) To write a new poem, using a plan 9) To create atmosphere using voice	10) To perform, being aware of audience



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<p>Class reading core text</p> 	<p>Make inferences from the text/explain and justify inferences with evidence from the text</p> <p>Predict what might happen from details stated and implied</p> <p>Identify/explain how meaning is enhanced through words and phrases.</p> <p>Give/explain the meaning of words in context.</p> <p>Retrieve and record information/ identify key details from fiction/non-fiction.</p> <p>Summarise details from more than one paragraph.</p> <p>Make comparisons within the text.</p> <p>Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p>						
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>						
Spelling Shed Year 5	Words ending in '-tious' and '-ious'	Words ending in '-cious'	Words ending in /shul/ spelled '-cial'	Words ending in /shul/ spelled '-tial'	Words ending in /shul/ spelled '-cial' and '-tial'	Challenge Words CEW words	Spelling check previous spellings
Science Properties of Materials	<p>Group materials according to their properties</p> <ul style="list-style-type: none"> <li>Carry out a fair and comparative test to group materials according to their properties</li> <li>Use results from a fair and comparative test to</li> </ul>	<p>Identify materials that are thermal conductors</p> <ul style="list-style-type: none"> <li>Carry out a fair and comparative test to test the thermal conductive properties of materials</li> <li>Use results from a fair and comparative test to</li> </ul>	<p>Investigate the hardness of materials</p> <ul style="list-style-type: none"> <li>Carry out a fair and comparative test to test the hardness of materials</li> <li>Use results from a fair and comparative test to explain how the hardness of</li> </ul>	<p>Understand what the term 'dissolve' means</p> <ul style="list-style-type: none"> <li>Investigate and identify which materials are soluble and insoluble in water</li> <li>Using the results of their investigation,</li> </ul>	<p>Ask questions that explore the solubility of a solute</p> <ul style="list-style-type: none"> <li>Design an investigation that tests the solubility of a solute</li> <li>Present the findings from an investigation that</li> </ul>	<p>Identify the different separation methods</p> <ul style="list-style-type: none"> <li>Describe the processes of different separation methods</li> <li>Explain the most effective separation method for various materials</li> </ul>	<p>Assessment of materials topic</p> <p>Seaside investigation activity</p>



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	explain how the properties of materials enable them to be suitable for a specific task	explain how the thermal conductive properties of materials enable them to be suitable for a specific task	materials enables them to be suitable for a specific task	consider which solutions could be reversed	tests the solubility of a solute		
<b>Maths</b> Place Value Addition and subtraction Multiplication & Division  White Rose	Place Value Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read & write numbers to 1,000,000	Place Value Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000	Place Value Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 Assessment	Addition & Subtraction Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check	Addition & Subtraction Inverse operations Multi-step addition and subtraction problems Compare calculations Missing numbers Assessment	Multiplication & Division Multiples Factors Prime numbers Square numbers Cube numbers	Assessment week
<b>History</b> Was the Anglo-Saxon period really a Dark Age?	To know who the Anglo-Saxons were, and why and when they chose to settle in England. I can explain who the Anglo-Saxons were.	To discover how the Anglo-Saxons lived using archaeological evidence. I understand what archaeological evidence can tell us about the Anglo-Saxons.	To be able to explain why the Staffordshire Hoard was so significant. I can reach conclusions about the Anglo-Saxons from using archaeological evidence.	To know about some of the key documents related to Anglo-Saxon times and their limitations. I understand the importance of the Lindisfarne	To produce a valid argument about whether this period deserves to be called a 'Dark Age'. I can provide reasons why the period could be called the 'Dark	To understand what can be discovered about the past from archaeological remains. I know how archaeologists work, and can utilise their approaches.	Assessment task Create a balanced argument about whether the Anglo Saxon period was a dark age.



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	I can give valid reasons why they settled in England. I understand what archaeological evidence can tell us about the Anglo-Saxons.	I understand the limitations of using archaeological evidence. I understand why the discovery of the Sutton Hoo ship burial was so important	I understand the limitations of using just archaeological evidence. I can explain why the discovery of the Staffordshire Hoard was so significant.	Gospels, Beowulf and Bede's History. I can provide some information obtained from these sources related to the Anglo-Saxon people. I can explain some of the limitations of this evidence.	Ages' and discuss the counter argument. I can use a variety of evidence to support my viewpoint. I can present my thinking clearly as a balanced argument	I understand the importance of archaeological evidence in our study of history. I understand that differing interpretations of the past may be reached based on the evidence found.	
<b>Computing</b> Computing Systems and networks	<b>Online Safety</b> Understand how apps can access our personal information and how to alter the permissions.	To understand what a search engine is and how to use it - mountains link	To be aware that not everything online is true	To search effectively	To create an informative poster - copyright	To understand how search engines work	
<b>Music</b> Young Voices Musical Theatre	<b>Young Voices</b>  Introduce the songs	<b>Young Voices</b>  To understand the history of musical theatre	<b>Young Voices</b>  To identify character songs and action songs	<b>Young Voices</b>  To create a musical theatre scene	<b>Young Voices</b>  To rehearse a musical theatre scene	<b>Young Voices</b>  To perform a musical theatre scene	<b>Young Voices</b>



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<b>RE</b> God: What does it mean for Christians to believe that God is holy and loving?	To identify some different types of biblical texts, using technical terms accurately. To explain connections between biblical texts and Christian ideas of God, using theological terms	To make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed.	To show how Christians put their beliefs into practice in worship.	To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Harvest festival within this half term. Swap lessons accordingly.
<b>PE</b> <b>Monday Premier Sport</b> Hockey unit 1	To explain the role of a defender in a competitive game. To use the block tackle in isolation. To apply basic defensive positions in a game.	To dribble and shoot with accuracy. To pass into the D to shoot To work as a team to score within the D.	To identify how to mark an opponent. To mark and intercept the ball. To apply basic marking to a game situation.	To clear the ball from danger in defence. To move the ball over longer distances. To receive the ball from longer distances.	To keep possession as a team with pressure from defenders. To use a range of simple skills to stop, control and send. To drag the ball and move away from the defender.	To work collaboratively as a team to defend and attack. To use simple skills to keep possession. To explain how a passage of play was effective.	



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<b>Friday Mrs Sykes Netball</b>	Practise/recap passes learnt in previous lessons Choose appropriate pass in different scenarios Use a variety of passes in a game	Attempt to find space in activity/game Communicate with teammates when moving into space Find space and receive the ball in a game	Use different dodging techniques, both opposed and in isolation Apply a range of speeds to movement skills to get free from your defender (Some) – use dodging effectively to get away from opponents	Recap and use pivoting in a game to make more successful passes Attempt some quick turns to move the ball quickly	Recap shooting technique Work to get into a better shooting position Apply a strategy to get into better shooting positions	Work to improve reaction time Use quick thinking and agility to react to what is happening around us Play in high-five netball games implementing some rules	
<b>PSHE Health &amp; Wellbeing Unit</b> <b>Kapow</b> Wellbeing lessons during the first week back.	<b>Setting rules and signposting</b> To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons	<b>Take notice: Others around me</b> To take notice of others <b>Connect: Working together</b> To connect with others as part of a team.	<b>Discover: Growth mindset</b> To discover the benefits of having a growth mindset. <b>Give: Paying it forward</b> To give and receive kindness.	<b>The importance of rest</b> To understand the benefits of sleep  <b>Relaxation: yoga</b> To use yoga poses and breathing to relax	<b>Embracing failure</b> To understand the purpose of failure	<b>Going for goals</b> To learn how to set short-term, medium-term and long-term goals	<b>Taking responsibility for my feelings</b> To use vocabulary to describe their feelings and take responsibility for them



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<b>Art and Design Portraits</b>  <b>Painting &amp; Mixed Media</b>	<p>To explore how a drawing can be developed.</p> <p>I can draw a portrait using the continuous line method</p> <p>I can vary the size, shape and position of the words for interest</p> <p>I can explore the way a background can change the effect of a drawing</p>	<p>To combine materials for effect.</p> <p>I can explain what I want my photo composition to be</p> <p>I can decide the best position for my line drawing when copying it onto the background</p>	<p>To identify the features of self-portraits</p> <p>I can use Art vocabulary to describe similarities and differences between portraits</p> <p>I can justify my opinion when discussing the message behind a self-portrait</p>	<p>To develop ideas towards an outcome by experimenting with materials and techniques.</p> <p>I can justify my opinion when discussing the message behind a self-portrait</p> <p>I can give a definition of 'mixed media'</p> <p>I can try out at least three different ideas when adapting my photograph</p> <p>I can develop my ideas to plan a final piece inspired by the chosen artist.</p>		<p>To apply knowledge and skills to create a mixed-media self-portrait.</p> <p>I can describe the intention of my self-portrait</p> <p>I can explain why my choice of medium matches my idea</p>	<p>I can use my chosen medium to create a self-portrait that represents an aspect of my identity</p>
<b>French</b>  <b>Pleased to Meet You</b>	<p>Revisit Year 4 French vocabulary</p>	<p>Look What I can do</p> <p>Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far.</p>	<p>When I grow up</p> <p>Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;</p>	<p>How do you spell that?</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of investigating typical French names. I can use</p>	<p>How are you feeling?</p> <p>Understand basic grammar rules appropriate to the language being studied and how these differ from or are similar to English; in the context of describing emotions. To select the appropriate form of a word for</p>	<p>What am I going to do?</p> <p>Understand basic grammar (key features and patterns), to build sentences; and how these differ from or are similar to English; in the context of predicting what's going to happen. I can use the near</p>	<p>Revisit learning Assessments</p>



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				appropriate pronunciation to help others understand me better.	the context. Broaden their vocabulary and develop their ability to understand new words.	future tense. Appreciate stories, songs, poems and rhymes in the language	
Enrichment activities	Meet the Teacher 10.9.24				Harvest Festival Church 7.10.24  Hello Yellow 10.10.24		Don Rae dance 25.10.24