



Year 5 Autumn 2 Medium Term Plan



Tremendous Tudors								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Themed Weeks								Winter Week
Events			LIM breakfast? 11th - Remembrance day Anti Bullying day (?)			PUMA/PIRA testing (?)		
Maths	Number and Place Value: Place value of numbers to 1,000,000.	Multiplication: Written methods.	Division: Division with 4-digit numbers.	Fractions and Decimals: Tenths and Hundredths.	Decimals: Tenths, Hundredths and Thousandths.	Geometry: 2D and 3D shapes.	Statistics: Tables and Bar Charts.	Last week of term - Winter week
Guided Reading	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Summarise main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>
Writing	Fiction (Character Descriptions)	Fiction (Setting descriptions)	Non-fiction: Newsletter (LIM breakfast) Themed days work	Fiction (narrative)	Fiction (narrative and dialogue)	Fiction (dialogue)	Take one book: The Snowman by Michael Morpurgo or Classic Narrative poetry	Winter week
GPS	<p>Text structure Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>).</p> <p>Assertive spelling 5.7 suffix ence</p>	<p>Punctuation Consolidate use of apostrophes to mark singular and plural possession (e.g. <i>Michael's pen, the boys' boots</i>)</p> <p>Assertive spelling 5.8 suffix able</p>	<p>Punctuation Consolidate use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news</i>).</p> <p>Assertive spelling 5.9 suffix able ible</p>	<p>Punctuation Introduce the use of brackets, dashes or commas to indicate parenthesis (to add additional thoughts or information to the sentence).</p> <p>Assertive spelling 5.10 suffix ably ibly</p>	<p>Punctuation Introduce use of commas to clarify meaning or avoid ambiguity.</p> <p>Assertive spelling 5.11 suffix fer</p>	<p>Terminology Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>Assertive spelling 5.12 sounds ie ei</p>	<p>Spelling Tricky words - homophones their/they're/there were/where/wear/w e're</p> <p>Assertive spelling 5.13 letter string ough</p>	<p>Spelling Trick words - silent letters</p> <p>Assertive spelling 5.14 silent letters b and c</p>



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Handwriting	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	Nelson handwriting scheme	<u>Winter week</u>
PSHE	Lifeskills??	Lifeskills??	Lifeskills??	Lifeskills??	Lifeskills??	Lifeskills??	Lifeskills??	<u>Winter week</u>
Science	<p style="text-align: center;"><u>Sound</u> Look at sources, vibration, volume and pitch.</p> <p style="text-align: center;"><u>Lesson 1:</u> Observe and describe the differences in the pitch of a sound and the object that produced it.</p>	<p style="text-align: center;"><u>Sound</u> Look at sources, vibration, volume and pitch.</p> <p style="text-align: center;"><u>Lesson 2:</u> Observe and describe differences in the volume of a sound and the strength of the vibrations that produced it.</p>	<p style="text-align: center;"><u>Sound</u> Look at sources, vibration, volume and pitch.</p> <p style="text-align: center;"><u>Lesson 3:</u> Investigate the differences in sounds that are close to and far away from their sources.</p>	<p style="text-align: center;"><u>Sound</u> Look at sources, vibration, volume and pitch.</p> <p style="text-align: center;"><u>Lesson 4:</u> Compare and contrast the effectiveness of different mediums in transmitting sounds.</p>	<p style="text-align: center;"><u>Sound</u> Look at sources, vibration, volume and pitch.</p> <p style="text-align: center;"><u>Lesson 5:</u> Investigate and conclude whether air is a good medium for transmitting sounds.</p>	Light, electricity and sound assessment?? (autumn term science)		<u>Winter week</u>
RE	<p>Religion: Christianity Concept: Incarnation Key Q: Is the Christmas story true?</p> <p>Lesson 1: Engagement Use Discovery R.E planning framework</p>	<p>Religion: Christianity Concept: Incarnation Key Q: Is the Christmas story true?</p> <p>Lesson 2: Investigation Use Discovery R.E planning framework</p>	<p>Religion: Christianity Concept: Incarnation Key Q: Is the Christmas story true?</p> <p>Lesson 3: Investigation Use Discovery R.E planning framework</p>	<p>Religion: Christianity Concept: Incarnation Key Q: Is the Christmas story true?</p> <p>Lesson 4: Investigation Use Discovery R.E planning framework</p>	<p>Religion: Christianity Concept: Incarnation Key Q: Is the Christmas story true?</p> <p>Lesson 5 : Evaluation Use Discovery R.E planning framework</p>	<p>Religion: Christianity Concept: Incarnation Key Q: Is the Christmas story true</p> <p>Lesson 6: Expression Use Discovery R.E planning framework</p>	<p>A very Tudor Christmas</p> <p>Tudor christmas traditions - what traditions do we still have?</p>	<u>Winter week</u> Christmas celebrations around the world mini projects
History	<u>Taught in Spring 1</u>							
Geography	<p style="text-align: center;"><u>North America</u> <u>Location</u> Describe the geographical location of the continent of North America</p>	<p style="text-align: center;"><u>North America: Population</u> <u>Human Features</u> Describe the changes in the population of North America from the 1500s to the</p>	<p style="text-align: center;"><u>North America: Population</u> <u>Diversity</u> Locate and label on a map the most populous cities of</p>	<p style="text-align: center;"><u>North America: Rivers</u> <u>Location</u> Locate and label on a map the most significant rivers of</p>	<p style="text-align: center;"><u>North America: Rivers</u> <u>Physical Features</u> Describe the significant physical features of each of</p>	<p style="text-align: center;"><u>North America: Mountains</u> <u>Location</u> Locate and mark on a map the geographical location of North</p>	<p style="text-align: center;"><u>North America: Mountains</u> <u>Techniques</u> Describe the nature of a topographic map and explain why it is useful.</p>	<u>Winter week</u>



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	<p>At which latitude is the border between the two largest countries of North America?</p> <p style="text-align: center;">Diversity Describe, with examples, the diversity that is associated with the climate zones that are found in North America.</p>	<p>1600s.</p> <p style="color: red;">Define the word 'colonise'. Define the word 'indigenous'. Define the word 'metropolitan'.</p> <p>GD: Graph information about the population of the ten most populous cities in North America. Compare and contrast the housing for a typical person* in Mexico City and in New York City. (*a typical person is someone who has the average income compared with others living in that location).</p> <p style="color: red;">Diversity - look at why the population changed due to colonialism</p>	<p>North America. Locate and label on a map the most sparsely populated areas of North America.</p> <p>Define the term 'most populous'. Define the term 'sparsely populated'. Define the term 'population density'</p> <p>Compare/contrast the most and least populated cities.</p>	<p>North America. Compare and contrast the geographical locations of the Yukon and Mississippi rivers.</p> <p>Compare and contrast the geographical locations of the Colorado and Danube rivers.</p>	<p>these rivers.</p> <p>Define the word 'confluence'. Explain why pollution in a river affects more than one population. Use the Rio Grande as an example.</p>	<p>America's major mountain ranges. Locate and mark on a map the highest peak in North America</p>	<p>Compare and contrast the features of a topographic map and those of a political map, using examples from North America.</p> <p>Explain why a geographer may use a variety of map types for the same location.</p>	
	<p>Geography note: Have one large map of North American printed and stuck onto a page, this can be added to through the term with Date/L.O stickers to show when tasks have been completed, for example, adding mountain ranges, adding rivers.</p>							
Art & Design	<p>Process: Painting Key Artists: Tudor Heraldry Outcome: painted personal coat of arms</p> <p>Lesson 1: Introduce examples of Tudor heraldry, coat and the</p>	<p>Process: Painting Key Artists: Tudor Heraldry Outcome: painted personal coat of arm</p> <p>Lesson 2: Research and identify the symbols used in tudor coats of</p>	<p>Process: Painting Key Artists: Tudor Heraldry Outcome: painted personal coat of arm</p> <p>Lesson 3: Introduce vocabulary of relief and carving.</p>	<p>Process: Painting Key Artists: Tudor Heraldry Outcome: painted personal coat of arm</p> <p>Lesson 3 continued: Explore using clay to</p>	<p>Process: Painting Key Artists: Tudor Heraldry Outcome: painted personal coat of arm</p> <p>Lesson 4+5: Cut clay slab and use techniques above to build/carve to</p>	<p>Process: Painting Key Artists: Tudor Heraldry Outcome: painted personal coat of arm</p> <p>Lesson 4+5: Cut clay slab and use techniques above to build/carve to</p>	<p>Process: Painting Key Artists: Tudor Heraldry Outcome: painted personal coat of arm</p> <p>Lesson 6: Paint and present final coat of arms. Gallery Walk and</p>	<u>Winter week</u>



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W WOODSIDE	symbol of the Tudor rose and it's historical significance. Research and discuss their function, symbolism and origins and create a scrapbook page to show research, including annotated sketches of highlighted portions. Analyse the key features e.g. borders, shape, symmetry. Discuss the importance of heraldry and its use to decorate and signify power and ownership in tudor times.	arms. Select an example and identify the symbolism and meaning behind symbols/images. Link to modern football team's crests. What are the similarities and differences? Chn to select own symbols (tudor and modern) to use and sketch out features and colours they would like to include.	Explore slipping and scoring to build up a clay slab and why this technique is necessary (prevent pieces from falling off or exploding in a kiln). Explore how clay can be built up and carved away to create desired effect on coat of arms.	create shapes and images for suggested design. Share with group and discuss: Which techniques were effective? How will you adapt your design?	create finished coat of arms, using final design sketch. These lessons could be combined into a single week or the clay can be sprayed and stored in a sealed bag in between lessons.	create finished coat of arms, using final design sketch. These lessons could be combined into a single week or the clay can be sprayed and stored in a sealed bag in between lessons.	present ideas. Why do you think this artist chose these motifs? What do they represent? Is there anything you would change about your piece?	
DT	Taught in Spring 1							
Music	<p>pulse and rhythm, through a focus on Samba</p> <p>Skills: Listening, performing,</p> <p>Overview: Learning how to spell rhythm. Learn four basic Samba rhythms. Exploring samba through listening.</p>	<p>pulse and rhythm, through a focus on Samba</p> <p>Skills: Listening, performing notation, singing.</p> <p>Overview: Rehearsing and performing four basic Samba rhythms in clock formation</p>	<p>pulse and rhythm, through a focus on Samba</p> <p>Skills: Listening, performing, notating.</p> <p>Overview: Exploring texture through layering the samba rhythms. Developing dynamics and tempo linked to accurate playing of samba rhythms in ensemble. Listening to Samba instruments and identifying the key features of Samba.</p>	<p>pulse and rhythm, through a focus on Samba</p> <p>Skills: Listening, singing, notation, performing.</p> <p>Overview: Use body percussion to perform more complex rhythm patterns within simple structures e.g. call and response, canon / round. Learn two further Samba rhythms.</p>	Spare lesson to allow catching up with Music or other subjects required	<p>Singing Winter Songs</p> <p>Chn to choose from a selection of winter songs to learn and perform. Could they be sung in a round? in parts? In harmony?</p>	<p>Performance</p> <p>Chn to perform winter songs to each other. Favourite winter song could be chosen for class to sing to year group in winter assembly (if one takes place)</p>	<p><u>Winter week</u></p> <p>Learn a christmas carol</p>
Computing	<p>Algorithm</p> <p>To understand that a linear search involves checking</p>	<p>Algorithm</p> <p>To understand that networks connect a group of things.</p>	<p>Algorithm</p> <p>To work cooperatively as a group on a</p>	<p>Algorithm</p> <p>To find the quickest route on a map to a given location.</p>				<p><u>Winter week</u></p>



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	information one by one.	To find the most efficient way of connecting a group of houses.	network to avoid deadlock.					
PE	<p style="text-align: center;"><u>Social Skills</u></p> <p>Warm-up: Like Clockwork</p> <p>Game: Seated volleyball</p> <p>Skill: Static balance: seated</p> <p>Review: Badge of Honour</p>	<p style="text-align: center;"><u>Social Skills</u></p> <p>Warm-up: Like Clockwork</p> <p>Game: Seated volleyball</p> <p>Skill: Static balance: seated</p> <p>Review: Badge of Honour</p>	<p style="text-align: center;"><u>Social Skills</u></p> <p>Warm-up: Like Clockwork</p> <p>Game: Seated volleyball</p> <p>Skill: Static balance: seated</p> <p>Review: Badge of Honour</p>	<p style="text-align: center;"><u>Sportshall Athletics</u></p> <p>Warm-up: Pupil Lead</p> <p>Activity: Sprinting</p>	<p style="text-align: center;"><u>Sportshall Athletics</u></p> <p>Warm-up: Pupil Lead</p> <p>Activity: Vortex Javelin</p>	<p style="text-align: center;"><u>Sportshall Athletics</u></p> <p>Warm-up: Pupil Lead</p> <p>Activity: Speed bounce</p>		<u>Winter week</u>
Spanish	<p style="text-align: center;"><u>Descriptions</u></p> <p>To learn some adjectives for describing personality traits.</p>	<p style="text-align: center;"><u>Descriptions</u></p> <p>To review adjectives for describing personalities..</p>	<p style="text-align: center;"><u>Descriptions</u></p> <p>To understand and conjugate the verb to be (ser).</p>	<p style="text-align: center;"><u>Descriptions</u></p> <p>To consolidate how to conjugate the verb to be (ser) .</p>	<p style="text-align: center;"><u>Descriptions</u></p> <p>To conjugate the verb to be in its negative form.</p>	<p style="text-align: center;"><u>Descriptions</u></p> <p>To apply knowledge of personality adjectives, pronouns and “ser” verb in order to make a simple description of themselves.T</p>	<p style="text-align: center;"><u>Intercultural understanding</u></p> <p>To know and understand how Christmas is celebrated in Spanish speaking countries.</p>	<u>Winter week</u>