

LEYS FARM JUNIOR SCHOOL
Year: 5 Autumn Term 2023 Medium Term Plan
Topic: Tudor Tales

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Safe adult list ● Sign Home-School Planners ● Class Charter (including 4 school rules/rights) ● School Council ● Subject Ambassadors (inform children) ● Buddy Mentors and Sports Leaders 	<ul style="list-style-type: none"> ● National Coding Week ● Macmillan Coffee Morning ● October Black History Month ● Red, White and Blue Day ● World Mental Health Day ● Harvest Festival ● Christmas 	<ul style="list-style-type: none"> ● Entry point – Visit to Scunthorpe Mosque ● Exit point – Double Page Spread ● Class Story – <i>Class to vote</i> ● Class Text - Macbeth ● Homework ● PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Macbeth</u> Can I maintain positive attitudes to reading and an understanding of what I read? (continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</p>	<p><u>Focus:</u> <u>GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink.</u></p> <p><u>Genres:</u> <u>Narrative – Macbeth</u> Can I write a character description about the Three Witches? Can I characterise speech between Lady Macbeth and Macbeth? Can I write a setting description? Can I write my own version of a story? <u>Playscripts – Shakespeare</u> Can I translate from old-English to modern day? <u>Non-Chronological Report</u></p>	<p><u>Focus:</u> <u>Grammar</u> Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? Can I use passive verbs to affect the presentation of information in a sentence? Can I use the perfect form of verbs to mark relationships of time and cause? Can I use expanded noun phrases to convey complicated information concisely? Can I use modal verbs or adverbs to indicate degrees of possibility? Can I use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun?</p>

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modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 recommending books that they have read to their peers, giving reasons for their choices
 identifying and discussing themes and conventions in and across a wide range of writing
 making comparisons within and across books
 learning a wider range of poetry by heart
 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience).

Can I understand what I read? (by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 asking questions to improve their understanding
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 predicting what might happen from details stated and implied
 summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 identifying how language, structure and presentation contribute to meaning).

Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?

Discussion – Macbeth

Can I write a discussion piece – is Macbeth a hero or a villain?

Handwriting

Collins Happy Handwriting scheme.

Can I join most letters legibly?

Can I recognise the needed length for each ascender and descender?

Can I develop speed in my handwriting, not compromising on presentation?

Can I recognise where all letters should join?

Can I begin to make decisions on which letters need to be left un-joined?

Can I use commas to clarify meaning or avoid ambiguity in writing?
 Can I use hyphens to avoid ambiguity?
 Can I use brackets, dashes or commas to indicate parenthesis?
 Can I use semicolons, colons or dashes to mark boundaries between independent clauses?
 Can I use a colon to introduce a list, punctuating bullet points consistently?

Spelling

Can I spell words from the 5/6 statutory spelling list?

Focus on suffixes:

‘ious, cious, tious, tial, cial, ant, ance, ent, ence, ible, able,

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Can I distinguish between statements of fact and opinion?
Can I retrieve, record and present information from non-fiction?
Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?
Can I explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?
Can I provide reasoned justifications for my views?

Spoken Language

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

Can I listen and respond appropriately to adults and my peers?
Can I ask relevant questions to extend my understanding and knowledge?
Can I use relevant strategies to build my vocabulary?
Can I articulate and justify answers, arguments and opinions?
Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?

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Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?
 Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?
 Can I speak audibly and fluently with an increasing command of Standard English?
 Can I participate in discussions, presentations, performances, roleplay/improvisations and debates?
 Can I gain, maintain and monitor the interest of the listener(s)?
 Can I consider and evaluate different viewpoints, attending to and building on the contributions of others?
 Can I select and use appropriate registers for effective communication?

Maths

Focus:
 Place Value
 Presentation

Cold Task – Place Value:
 Can I use Roman numerals to 1,000?
 Can I read and write numbers to 10,000?
 Can I read and write numbers to 100,000?
 Can I read and write numbers to 1,000,000?
 Can I learn powers of 10?

Focus:
 Multiplication and Division

Cold Task – Multiplication and Division:
 Can I find multiples?
 Can I learn common multiples?
 Can I recall factors?
 Can I use common factors?
 Can I learn prime numbers?
 Can I learn square numbers?

Focus:
 Fractions

Cold Task - Fractions A:
 Can I find fractions equivalent to a unit fraction?
 Can I find fractions equivalent to a non-unit fraction?
 Can I recognise equivalent fractions?
 Can I convert improper fractions to mixed numbers?
 Can I convert mixed numbers to improper fractions?
 Can I compare fractions less than 1?

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<p>Can I count 10/100/1,000/10,000/100,000 more or less? Can I partition numbers to 1,000,000? Can I place numbers on a number line to 1,000,000? Can I compare and order numbers to 100,000? Can I compare and order numbers to 1,000,000? Can I round to the nearest 10, 100 or 1,000? Can I round within 100,000? Can I round within 1,000,000? <u>Hot Task – Place Value</u></p> <p><u>Cold Task – Addition and Subtraction:</u> Can I use mental strategies? Can I add whole numbers with more than four digits? Can I subtract whole numbers with more than four digits? Can I round to check answers? Can I use inverse operations (addition and subtraction)? Can I solve multi-step addition and subtraction problems? Can I compare calculations? Can I find missing numbers? Hot Task – Addition and Subtraction</p>	<p>Can I learn cube numbers? Can I multiply by 10, 100 and 1,000? Can I divide by 10, 100 and 1,000? Can I learn multiples of 10, 100 and 1,000? <u>Hot Task – Multiplication and Division</u></p> <p><u>Additional Maths Teaching</u> Daily: <ul style="list-style-type: none"> ● Counting ● Flashback ● Assessment for Learning ● Problem-Solving and Reasoning Weekly: <ul style="list-style-type: none"> ● Times tables ● Arithmetic test ● Times Tables grids/written questions test ● Rapid recall boards/fact family </p>	<p>Can I order fractions less than 1? Can I compare and order fractions greater than 1? Can I add and subtract fractions with the same denominator? Can I add fractions within 1? Can I add fractions with total greater than 1? Can I add to a mixed number? Can I add two mixed numbers? Can I subtract fractions? Can I subtract from a mixed number? Can I subtract from a mixed number - breaking the whole? Can I subtract two mixed numbers? Hot Task – Fractions A</p>
<u>Art</u>	<u>Design and Technology</u>	<u>Science</u>
<p><u>Prior Learning/Knowledge:</u> <i>Pencil light and dark, primary and secondary colours in paint, paper collages.</i></p>	<p><u>Focus:</u> Building Bridges</p> <p><u>Vocabulary:</u></p>	<p><u>Prior Learning/Knowledge:</u> Reception – Earth and Space Year 1 – Seasonal Changes Year 3 - Forces and Magnets</p>

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Focus:

Drawing, paint, printmaking

Artist/Movement:

Hans Holbein, Leonardo Da Vinci, Arcimboldo, Renaissance.

Skills:

Tone, colour.

Knowledge:

Drawing:

Pupils work in a sustained and independent way to develop their own style of drawing. Pupils develop this style through the development of: line, tone, pattern, texture. They draw for a sustained period of time over a number of sessions working on one piece. They use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. They develop their own style using tonal contrast and mixed.

Painting:

Pupils demonstrate a wide variety of ways to make different marks with dry and wet media. They identify artists who have worked in a similar way to their own work. Pupils develop ideas using different or mixed media, using a sketchbook.

Pillars, beams, span, strengthen, prototype, trusses, arches, evaluate, deck, girders, piers, gravity, abutments, suspension, tension, compression.

Building Bridges:

Can I explore ways in which pillars and beams are used to span gaps?

Can I explore ways in which trusses can be used to strengthen bridges?

Can I explore ways in which arches are used to strengthen bridges?

Can I understand how suspension bridges are able to span long distances?

Can I develop criteria and design a prototype bridge for a purpose?

Can I analyse and evaluate products according to design criteria?

Focus:

Earth and Space

Vocabulary:

Dwarf planet, friction, gravity, orbit, planet, pull, and push, and solar system, star.

Earth and Space

Can I describe the movement of the Earth and other planets relative to the sun in the solar system?

Can I describe the Sun, Moon and Earth as approximately spherical bodies?

Can I recognise that light appears to travel in straight lines?

Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light from sources to objects, then into our eyes?

Can I recognise that the sun's position in the sky affects shadows length and position?

Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?

Can I use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky?

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They manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Pupils create shades and tints using black and white.
They will choose appropriate paint, paper and implements to adapt and extend their work. Pupils carry out preliminary studies, test media and materials and mix appropriate colours. They work from a variety of sources, including those researched independently. They show an awareness of how paintings are created (composition).

Vocabulary:

Drawing:

Viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, interior, exterior, natural form, vista, panorama, image, subject, portrait, caricature, expression, chroma, overlay, personality, action, balance, direction, dynamic, imbalance, movement, poised, transition, viewpoint, weight.

Painting:

Traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, still life, traditional, modern, abstract, imaginary, natural, made, composition, arrangement, complimentary, tonal, shading.

French (Modern Foreign Languages)

Geography

History

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Prior Learning/Knowledge:

Early Language Teaching from Language Angels.

Focus:

Phonetics Lesson 3
 What is the weather?
 Do you have a pet?

(Language Angels)

Can I learn the phonemes: EAU, EUX, É, È, E?

Can I use picture cards to help me remember some of the weather vocabulary in French?

Can I match the French phrases to their matching pictures?

Can I read a French weather map?

Can I repeat most of the weather vocabulary presented to me in class with good pronunciation?

Can I ask what the weather is in French and attempt to give the reply in French?

Can I repeat all the weather vocabulary presented to me in class from memory?

Can I spell the weather vocabulary correctly?

Can I be introduced to the nouns and article for eight common pets?

Can I revise the article and nouns for eight common pets and introduces the phrase "J'ai" (I have...) plus the connective "et" (and)?

Prior Learning/Knowledge:

Around the World in Year 4 –Countries, cities, oceans and mountains

Focus:

Building Locational Knowledge: Europe
 Globalisation

Vocabulary:

Globalisation, communication, shipping, migration, trade, import, export.

Enquiry Questions

What is globalisation?

How has globalisation changed the way we live our lives?

How does globalisation affect trade?

What is the future of globalisation?

Can I name some countries in Europe? (Physical Geography Recap)

Can I explain globalisation and how it impacts our lives? (Human)

Can I explain the UK's trade links with other countries? (Human)

Can I research where we import from and where we export to? (Human)

Can I explain the global supply chain? (Human)

Can I explain how trading has changed? (Human)

Prior Learning/Knowledge: Prehistory

Focus:

Elizabethans
 War of the Roses

Key Questions:

What is the Church of England and why was it created? (Link to RE LTP)

Did changes in religion lead to conflict?

What impact has Shakespeare had on today? (Link to Reading Spine)

What do we understand by Elizabethan times?

What does Elizabeth's visit to Kenilworth Castle tell us?

Elizabethan times: How safe was it?

Does the story of Sir Francis Drake tell us all we need to know about the Tudor World?

Beyond Elizabeth's Court? What was it like to live in Elizabethan times?

Key Points:

War of the Roses

Religion conflict (Protestantism and Catholicism)

Witchcraft and scapegoating

Gun Powder Plot

Significant individual study: Henry VIII One of Henry VIII's wives, Elizabeth I, Shakespeare, Mary Queen of Scots.

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<p>Can I revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and the phrase "qui s'appelle" (that is called)?</p> <p>Can I revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)?</p> <p>Can I revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)?</p>		<p>Lenses:</p> <p>Cultural Social Political Religious Economic</p> <p>Vocabulary:</p> <p>War of the Roses, Catholic Church, Protestant Church, purgatory, indulgences, Latin, reformation, heir, primary sources, reliable, scapegoating.</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u> Year 4 Charanga Scheme of work</p> <p><u>Focus:</u> Livin' On a Prayer Getting Started with Music Tech Plastic</p> <p><u>Vocabulary:</u> Staccato, Legato, Slur, Pianissimo, fortissimo, mezzo forte/piano, sharp/flat (for tuning) Dissonance, discordant, resolution, minuet, trio, gavotte</p> <p><u>(Charanga)</u> Listening and Responding to Music</p>	<p><u>Prior Learning/Knowledge:</u> Year 4 objectives covered</p> <p><u>Focus:</u> Volleyball and Yoga Gymnastics and Fitness</p> <p><u>Volleyball (Premier Education)</u></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Physical: throw, catch, set, dig, serve, rally • Social: communication, respect, support and encourage others • Emotional: perseverance, honesty, determination 	<p><u>Prior Learning/Knowledge:</u> <u>Y4</u> - Being me in my World Celebrating Difference</p> <p><u>Focus:</u> Being me in my World Celebrating Difference</p> <p><u>Vocabulary:</u> Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>

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Can I demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning?
 Can I identify and describe a variety of contrasting feelings as they relate to music?
 Can I demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music?
Understanding and Using the Language of Music
 Can I create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task?
 Can I follow the instrumental part on the screen?
 Can I make an informed decision as to which notes and expression to use when composing and improvising with the song?
Developing Performance Awareness and Skills
 Can I demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music?
 Can I demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing?
 Can I understand and make connections between the music encountered and the Social Theme?
 Can I understand and apply learning from the Musical Spotlight?
 Can I introduce the performance with context and understanding of the song, the learning process and any other relevant connections?

- Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection
- Can I use the fast catch volley to create space and place the ball?
 Can I develop the set shot and understand when to use it?
 Can I develop the dig and understand when to use it?
 Can I select and apply skills to keep a continuous rally going?
 Can I develop the underarm serve and learn the rules of serving?
 Can I apply rules, skills and principles to play in a tournament?
- Vocabulary:**
 Pressure, situation, option, technique, sportsmanship, dominant, adjust, readjust, cushion, consecutive, non-dominant, grip, baseline, create, serve, release, communicate, groundstroke.
- Yoga
- Key Skills:**
- Physical: balance, strength, flexibility, co-ordination
 - Social: respect, co-operate leadership, communication, share ideas, work safely
 - Emotional: focus, concentration, confidence, independence, determination

Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation

Jigsaw Piece:

Being Me:

Can I understand that cultural differences sometimes cause conflict?
 Can I be aware of my own culture?
 Can I understand what racism is?
 Can I be aware of my attitude towards people from different races?
 Can I understand how rumour-spreading and name-calling can be bullying behaviours?
 Can I tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one?

Celebrating Differences:

Can I face new challenges positively and know how to set personal goals?
 Can I know how to use my Jigsaw Journal?
 Can I know what I value most about my school and can identify my hopes for this school year?
 Can I understand my rights and responsibilities as a citizen of my country?

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- Thinking: identify, create, select and apply actions, observe and provide feedback
- Can I develop flexibility through the sun salutation flow?
 Can I develop strength through yoga flows?
 Can I create my own flow showing quality in control, balance and technique?
 Can I develop balance through yoga flows?
 Can I work collaboratively to create controlled paired yoga flow?
 Can I create my own yoga flow that challenges technique, balance and control?
- Vocabulary:**
 Muscles, quality, inhale, concentrate, practice, transition, exhale.
- Gymnastics*
- Key Skills:**
- Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
 - Social: work safely, support others, collaboration
 - Emotional: confidence, perseverance, resilience, determination

- Can I empathise with people in my country whose lives are different to my own?
 Can I understand my rights and responsibilities as a citizen of my country and as a member of my school?
 Can I empathise with people in my country whose lives are different to my own?

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- Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences

Can I perform symmetrical and asymmetrical balances?

Can I perform interesting symmetrical and asymmetrical balances using apparatus?

Can I develop the straight, forward, straddle and backwards roll?

Can I develop the straight, forward, straddle and backwards roll into a sequence?

Can I explore different travelling actions using both canon and synchronisation?

Can I explore different methods of travelling, linking actions in both canon and synchronisation?

Can I perform progressions of inverted movements?

Can I explore matching and mirroring in sequence work?

Can I explore matching and mirroring using actions both on the floor and on apparatus?

Can I create a partner sequence using apparatus?

Vocabulary:

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Decide, extension, identify, stable, canon, mirroring, performance, symmetrical, cartwheel, observe, quality, synchronisation, asymmetrical, transition.

Fitness

Key Skills:

- Physical: agility, balance, co-ordination, speed, stamina, strength
- Social: support and encourage others, collaboration
- Emotional: perseverance, determination
- Thinking: observation, analysis, comprehension

Can I develop an awareness of what your body is able to do?

Can I develop speed and stamina?

Can I develop strength using my own body weight?

Can I develop co-ordination?

Can I develop agility?

Can I develop balancing with control?

Vocabulary:

Drive, consistent, persevere, stable, measure, motivate, power.

Religious Education

Computing

Meta-Cognition Session

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Prior Learning/Knowledge:

Story of the Last Supper, Christian beliefs
 Symbols of Christianity
 Christian celebrations (weddings)

Focus:

Christianity

Vocabulary:

Worship, sacrament, sacred, Eucharist, denominations, Catholicism, Church of England, advent, epiphany, lent

Can I understand and explain Christian celebrations?
Can I identify similarities and differences between Christian churches?
Can I understand and explain Christian worship?
Can I understand the church as the community of Christians?
Can I understand different denominations of Christianity?
Can I identify the key similarities and differences between Christian denominations?

Christmas

Can I explain advent, epiphany and lent?
Can I explain the rituals, worship and celebrations and their symbolism during this period?

Prior Learning/Knowledge:

Unit 4 – Coding, Animation and Logo
 Unit 4 – Online Safety and Effective Searching
 Unit 4 – Spreadsheets

Focus:

Coding, Online Safety, Spreadsheets

Unit 5.1 Coding:

Can I begin to simplify code?
 Can I create a playable game?
 Can I understand what a simulation is?
 Can I program a simulation using 2Code?
 Can I know what decomposition and abstraction are in computer science?
 Can I take a real-life situation, decompose it and think about the level of abstraction?
 Can I understand how to use friction in code?
 Can I begin to understand what a function is and how functions work in code?
 Can I understand what the different variables types are and how they are used differently?
 Can I understand how to create a string?
 Can I understand what concatenation is and how it works?

Vocabulary:

Abstraction, action, algorithm, concatenation, debug, decomposition, efficient, flowchart, event, function,

WINK-What I Now Know

Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.

Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

Use knowledge and understanding:

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation

A Double Page Spread (A3) is to also be completed.

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input, output, object, nesting, repeat, properties, sequence, selection, simplify, timer, variable.

Unit 5.2 Online Safety:

- Can I gain a greater understanding of the impact that sharing digital content can have?
- Can I review sources of support when using technology and children's responsibility to one another in their online behaviour?
- Can I know how to maintain secure passwords?
- Can I understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this?
- Can I be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online?
- Can I learn about how to reference sources in their work?
- Can I search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information?
- Can I ensure reliability through using different methods of communication?

Vocabulary:

Citation, collaborate, communication, copyright, creative commons license, encrypt, identity theft, ownership, PEGI ratings, malware, phishing, password. Personal information, spoof, reliable source, SMART rules, validity.

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Unit 5.3 Spreadsheets:

- Can I use formulae within a spreadsheet to convert measurements of length and distance?
- Can I use the count tool to answer hypotheses about common letters in use?
- Can I use a spreadsheet to model a real-life problem?
- Can I use formulae to calculate area and perimeter of shapes?
- Can I create formulae that use text variables?
- Can I use a spreadsheet to help plan a school cake sale?

Vocabulary:

Rows, spreadsheet, columns, data, format, formula, advance mode, format, formula bar, formula wizard, totaling tool, variable.