

		Year 5 MTP Autumn 1 2019 Class teachers: Mrs Dad 5R, Mrs Rashid/Mrs Butt 5M and Mrs Obeidi 5W					
Lapage Primary School		Medium Term Planning Autumn 1				Topic: Victorians	
Year Group: 5		Teachers: Mrs Dad, Mrs Rashid/ Mrs Butt/ Ms Slater/ Mrs Obedi				Educational Visit/ Visitors: <i>Wonder Dome Planetarium Visitor</i> <i>Workshop about Drugs</i> <i>Local Police workshop about E Safety</i>	
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Language and Literacy Myths and Legends To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the	Language and Literacy Myths and Legends To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the	Language and Literacy Myths and Legends To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the story and	Language and Literacy Myths and Legends To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas	Write a diary entry of a child in the Victorian Era Linked to the whole class reading- Street Child	Non fiction Newspaper article Neil Armstrong	Non fiction Newspaper article Neil Armstrong

	story and other traditional tales.	story and other traditional tales.	other traditional tales.	from the story and other traditional tales.			
Maths	Place Value Numbers to 10,000 Roman Numerals to 1,000 Round to nearest 10, 100 and 1,000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million Counting in 10s, 100s, 1,000s, 10,000s, and 100,000s Compare and order numbers to one million Round numbers to one million Negative numbers		Addition and Subtraction Add whole numbers with more than 4 digits (column method) Subtract whole numbers with more than 4 digits (column method) Round to estimate and approximate Inverse operations (addition and subtraction) Multi-step addition and subtraction problems				Mini assessment
Science Earth and Space	Understand the order of the planets and key facts	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	Describe the movement of the Moon relative to the Earth.	Describe the Sun, Earth and Moon as approximately spherical bodies.	Describe the Sun, Earth and Moon as approximately spherical bodies.	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

<p>History</p> <p>The Victorians</p>	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Know key dates, characters and events of time studied.</p>	<p>Develop the appropriate use of historical terms.</p> <p>To learn about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</p>	<p>Study different aspects of lives of different people.</p> <p>To know what life was like for a Victorian child.</p> <p>To plan and write a diary entry as a Victorian child.</p>	<p>Find out about beliefs, behaviour and characteristics of people.</p> <p>Identify the features of a Victorian house?</p>	<p>To understand more about Queen Victoria's reign and her personal life in comparison to Queen Elizabeth.</p>	<p>Study different aspects of lives of different people.</p> <p>Create a poster</p> <p>To research and find out information about Titus Salt.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>How has Sir Titus Salts work affected us today</p>
<p>Geography</p>			<p>Explore human and physical characteristics of Bradford and how its changed over time</p> <p>Victorian/ modern Bradford</p>	<p>To explore climate in different places around the world and times- linked to Science (seasons-Earth rotating)</p>	<p>identify the position and significance of the:</p> <ul style="list-style-type: none"> •Equator / Northern Hemisphere / Southern Hemisphere. <p><u>Explore the climate</u></p>		

						<ul style="list-style-type: none"> •Prime/Greenwich Meridian and time zones (including <u>day and night</u>)Linked to the science hoe day and night is formed <p>Explain the <u>seasons</u> and time difference in different parts of the world</p>	
RE What are the different beliefs about God?	To understand the role of God in Christianity. (link to qualities-The trinity)	To understand the role of God in Christianity. (link to qualities-The trinity)	To understand the role of prophets in Christianity.	To identify the role of God in Islam (Qualities-99 names)	To identify the role of prophets in Islam (Prophets)	To understand the role of Prophets in Judaism.	To make links between the different faiths

<p>PSHE Identity</p>	<p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</p>	<p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</p>	<p>Begin to understand the concept of a 'balanced lifestyle.'</p>	<p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefit of eating a balanced diet.</p>	<p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>	<p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.(See 'protected characteristics in the Equality Act 2010')</p>	<p>To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability.(See 'protected characteristics in the Equality Act 2010')</p>
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<p>Art/DT</p> <p>Draw portraits of the queen Victorian/ Making models of the planets</p>		<p>Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Investigate the solar system and the shape of the planet</p>	<p>Can use different tools and skills safely and accurately</p> <p>Can select appropriate tools and techniques for making their product</p> <p>Can measure and mark out accurately</p> <p>Plan their project of planets. Decide what they need and what they will do</p>	<p>Can cut and join with accuracy to ensure a good quality finish to the product</p> <p>Use paper mache to create the planets</p>	<p>Can produce a simple specification for their design</p> <p>Make their model of the solar system</p>	<p>Can begin to use tints in their work</p> <p>Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</p> <p>Paint the planets</p> <p>Draw portraits of Queen Victorians</p>	<p>Can confidently work from direct observation.</p> <p>Can use language appropriate to skill and technique</p> <p>Add finishing touches to their product</p>
<p>Computing and Music</p> <p>Visual media – Space animation. Sound and Music: Recording, creating and manipulating music and sound.</p>	<ul style="list-style-type: none"> Listen to radio broadcasts / podcasts and identify different sound elements and discuss the audience they are aimed at 	<ul style="list-style-type: none"> Listen to and evaluate professional broadcasts identify key features and different elements of the sound recording use appropriate devices to record sounds 	<ul style="list-style-type: none"> Edit existing sound files using computer software e.g. layer sound and change pitch/tempo/volume. Use a multi track software to layer sound, adding 	<ul style="list-style-type: none"> Begin to have an awareness of different sound file formats e.g. MP3 files are smaller than WAVs and may be more suited to import into a 	<ul style="list-style-type: none"> Use ICT to produce sound/music for a specific purpose, considering the impact on the audience - e.g. length or sound level of performance 	<ul style="list-style-type: none"> To consider audience and purpose when designing and creating digital products Record music for a space animation 	<p>To learn how to effectively edit, repurpose and combine digital elements.</p> <p>Add other elements to further</p>

		<p>and save in an appropriate format</p> <p>Children to use ipads and record sounds from around the school</p>	<p>Create music to go with a video recording</p>	<p>multimedia presentation.</p>	<ul style="list-style-type: none"> • Ensure all compositions adhere to copyright laws 		<p>improve the music and sound about space</p>
<p><u>PE</u></p> <p><u>Netball</u></p> <p><u>Basketball</u></p>	<p>Keeping control</p> <p>Finding space</p> <p>Keeping moving</p>	<p>Passing the ball</p> <p>Receiving the ball</p> <p>Teamwork</p> <p>Using the width of the field</p>	<p>Using arms</p> <p>Controlling the ball</p> <p>Looking ahead</p>	<p>Using the width of the field</p> <p>Winning and keeping the ball</p> <p>Getting wide in attack</p>	<p>Through balls</p>	<p>Gaining possession</p> <p>Keeping possession</p> <p>Understanding player positions</p>	<p>Apply the skills in competitive games and assess.</p>