



Medium Term Plan

Year 5 MTP Autumn 2 2019

Class teachers: Mrs Dad 5R, Mrs Rashid/Mrs Butt 5M and Mrs Obeidi 5W

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Language and Literacy Unit 3 Poem Last night I saw the city breathing	Language and Literacy Unit 3 Poem Last night I saw the city breathing	Language and Literacy Unit 3 Poem Last night I saw the city breathing	Language and Literacy Persuasive writing about football stadium	Language and Literacy Persuasive writing about football stadium	Language and Literacy Persuasive writing about football stadium	Language and Literacy Persuasive writing about football stadium Edit and review writing

Maths	<p>Multiplication and Division</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p>						Mini assessment

<p>Science Forces</p>	<p>To explain the role of gravity To explain why gravity is a pulling force</p>	<p>To understand that forces can balance each other</p>	<p>To investigate balanced and unbalanced forces</p>	<p>To- identify air resistance and understand friction</p>	<p>To carry out an investigation that will show us what air resistance is</p>	<p>To identify what water resistance is</p>	<p>To understand what upthrust is</p>
<p>History Victorians</p>	<p>Continue to develop chronologically secure knowledge of history. Know key dates, characters and events of time studied.</p>			<p>To understand more about Queen Victoria's reign and her personal life in comparison to Queen Elizabeth. Write a non-chronological report about Queen Victorian</p>	<p>Study different aspects of lives of different people. Create a poster To research and find out information about Titus Salt. Write a report about the work of Titus Salt</p>	<p>Examine causes and results of great events and the impact on people. How has Sir Titus Salts work affected us today.</p>	

<p>Geography Space</p>	<p>(EBL) The sun never sets other British Empire Explore/ locate countries in the British Empire</p>	<p>(EBL) The sun never sets other British Empire Explore/ locate countries in the British Empire</p>	<p>identify some human and physical characteristics of a region e.g climate and time/ seasons</p>	<p>Locate country (ancient and modern Greece) and explore human and physical characteristics of the country and how its changed over time Write a fact file about ancient and modern Greece</p>	<p>To explore climate in different places around the world and times</p>	<p>identify the position and significance of the:</p> <ul style="list-style-type: none"> •Equator / Northern Hemisphere / Southern Hemisphere •Tropics of Cancer and Capricorn •Arctic and Antarctic Circle •Prime/Greenwich Meridian and time zones (including day and night) <p>Explain the seasons and time difference in different parts of the world</p>	<p>identify the position and significance of the:</p> <ul style="list-style-type: none"> •Equator / Northern Hemisphere / Southern Hemisphere •Tropics of Cancer and Capricorn •Arctic and Antarctic Circle •Prime/Greenwich Meridian and time zones (including day and night) <p>Explain the seasons and time difference in different parts of the world</p>
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<p>RE</p> <p>What are the different beliefs about God?</p>	<p>To understand how Sikhism began.</p> <p>To understand what are the key belief about God for Sikhs.</p> <p>Explain what Sikhs beliefs</p>	<p>To understand how Judaism began.</p> <p>To understand what are the key belief about God for the Jewish faith?</p> <p>Explain what Sikhs beliefs</p>	<p>To understand how Buddhism began.</p> <p>To understand what are the key belief about God for the Buddhist faith?</p> <p>What are Buddhist beliefs?</p>	<p>To understand how Hinduism began.</p> <p>To understand what are the key belief about God for the Hinduism faith?</p> <p>Explain what Hindus belief about God</p>	<p>To compare the different religious beliefs about God.</p> <p>Compare what are the same things in all the religions</p>
<p>PSHE</p> <p>Risk</p>	<p>To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Can explain how to stay safe.</p>	<p>To understand about who or what is responsible for helping them stay healthy and safe and ways that they can get help.</p> <p>Legal and Illegal Drugs</p> <p>Describe what is healthy and not healthy, legal and illegal.</p>	<p>To recognise and manage dares</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy and that make them feel uncomfortable.</p> <p>Dangers of Smoking</p> <p>Role play</p> <p>Complete a practice scenario: Explain harmful effects of substances to the body.</p>	<p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy and that make them feel uncomfortable.</p> <p>Alcohol</p> <p>Role play</p> <p>Complete a practice scenario:</p> <p>Explain harmful effects of substances to the body.</p>	

<p>Art/DT</p> <p>Draw portraits of the queen Victorian/</p> <p>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>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>Write instructions to build a spacecraft or a model of the solar system</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>Make their space craft</p>	<p>Can produce a simple specification for their design</p> <p>Make their model of the solar system/spac e craft</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>Write an evaluation of the Art/D.T project</p>
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<p>Computing</p> <p>Visual media – Space animation.</p> <p>Information Literacy</p> <p>Use a search engine to conduct research about space/Victorians.</p>	<p>Identify e-safety</p> <p>Children find ways to stay safe on the internet</p> <p>LO: Show an awareness of the e-safety features in search engines.</p>	<p>Use search engine to find out about earth and space.</p> <p>Create a fact file</p> <p>LO: Use a range of keywords to find different sources of information and enter them into a chosen search engine.</p>	<p>Use search engine to find out about the Victorians and create an information page all about the Victorians</p> <p>LO: Present their findings using a word processing or multimedia/publishing package for a specific audience.</p>	<p>Create a Data base to show the criminal record of children in the Victorian times</p> <p>LO: Determine the data needed to answer a set of related questions; create a simple database to organise the relevant data.</p>	<p>Use Stop motion to create an animation about Space.</p> <p>LO: Choose appropriate software, techniques and features and create visual media appropriate to task and audience.</p>	<p>Add sound to the animation</p> <p>LO: Edit existing sound files using computer software e.g. layer sound and change pitch/tempo/volume.</p> <p>Use a multi-track software to layer sound, adding voice, music and sound effects appropriately.</p>	<p>Evaluating stop motion animation</p>
<p>PE</p> <p>Games</p> <p>Consistently use a range of techniques when receiving and making a pass that repeatedly results in making successful</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>Power shots</p> <p>Finesse shots</p> <p>Balance</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>Beating a goalkeeper</p> <p>Using space as a goalkeeper</p>	<p>Gaining possession</p> <p>Keeping possession</p> <p>Understanding player positions</p>	<p>Apply the skills in competitive games and assess.</p>

<p>progress towards the opponents goal.</p> <p>Use a range of tactical principles in small sided games.</p>							
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