

Autumn Term Medium Term Planning Yr 5 2018 (First Half)

Subject	Week 1	Week 2 - Week 4	Week 5 to Week 7
Mathematics	Number: Place Value - Elicitation task - Target setting	Number: Place Value - Read, write, order and compare numbers up to 1000000 and determine the value of each digit - Round any number to 1,000,000 to the nearest 10, 100, 1000 and 100,000 - Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers (including through zero) - Solve number problems and practical problems, including all of the above - - Read Roman Numerals to 1000 (M) and recognise years written in Roman Numerals	Number: Addition and Subtraction - Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition) - Add and subtract mentally with increasing large numbers - Solve addition and subtraction multi step problems in context, deciding which operations and methods to use and why - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Arithmetic	Taught and tested on a weekly basis in classes	- Perform mental calculations using the four operations - Identify the place value of given numbers	

<p>English</p>	<p>Spoken language</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - speak audibly and fluently with an increasing command of English - participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading- word</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. <p>Reading - comprehension Text: Who let the Gods out?</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and understanding of what they read by: - 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, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <p>Spelling</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. <p>Handwriting</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed <p>Writing - composition</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof read for spelling and punctuation errors <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause
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- using *expanded noun phrases* to convey complicated information concisely

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- using modal verbs or adverbs to indicate *degrees of possibility*
- using *relative clauses* beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun

Indicate *grammatical and other features* by:

- using *commas* to clarify meaning or avoid ambiguity in writing
- using *hyphens* to avoid ambiguity
- using *brackets, dashes or commas* to indicate parenthesis
- using *semi-colons, colons or dashes* to mark boundaries between independent clauses
- using a *colon* to introduce a list

punctuating bullet points consistently

	Week 1 to Week 4: Character Description Text- Little Moon Dog	Week 5 to Week 7: Non-Chronological report (IPC link) 'Space Explorers'
Grammar	Nouns and adjectives Basic skills Sentence construction Co-ordinating conjunctions Verbs (including modal/auxiliary) Adverbs Fronted adverbials Inverted commas Pronouns	Conjunctions Question marks Bullet points Parenthesis () - - , , Subordinate clauses- including commas to separate Note taking Summarising
Computing I'm a Game Developer E-Safety	<ul style="list-style-type: none"> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Esafety and use of classroom laptops) - Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content - Design and write programmes to solve problems - Use sequences, repetition, inputs, variables and outputs in programmes; detect and correct areas in programmes 	
IPC Includes: Science History Geography Art Music D & T	IPC is our topic based approach to the foundation subjects. This term our unit is 'Space Explorers'. The children will learn about space and astronomy. They will explore our solar system and some of the mysteries of the universe. They will investigate the size of the sun and the moon; nebulae and how they can capture their shape, colour and patterns; the technology that is being used to explore Mars; how the International Space Station (ISS) is furthering our understanding of living in space and discover what people used to think about the Earth, Sun and Moon in the past.	
Science	This will be taught through our IPC unit 'Space Explorers'.	
History	This will be taught in the Autumn 2 term, through our IPC unit- 'Space Explorers'.	
Geography	This will be taught in the Spring Term, through the IPC unit- 'The Great, the Bold and the Brave.'	
Art	Children will explore Mexican festival art, including making masks for the 'Day of the Dead' festival. They will also create artwork based on the theme of 'space', investigating how shape, colour and pattern can be blended together within images.	
Music	Children are going to develop an understanding of the history of music including great musicians and composers. They will listen to music from The Planets by Holst.	
D & T	<ul style="list-style-type: none"> - Prepare and cook a variety of predominantly savoury dishes (linked to host country) using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. - Design and make rockets to travel across a set distance. 	
PE	Children will develop their ability of communicating, collaborating and competing with each other. <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Gymnastics (Indoor) Invasion Games (Outdoor)	
Modern Foreign Languages (MFL) French	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - We will be focusing on learning the French language and exploring French culture. We will begin by recapping prior knowledge and then move on to learning more 	

	about France.					
PSHE/Citizenship/SEAL 'We're All Stars'	Create our own classroom rules and responsibilities.	What skills and talents do we have?	Exploring our feelings when starting something new.	Working as a team or group successfully.	Developing my communication skills.	What is a role model and how to be one?
RE Devon agreed syllabus	In R.E the children will discover that fundamental to Christian belief is the existence of a holy and loving God - Father, Son, and the Holy Spirit. They will explore the Creation: investigating how the universe and human life are God's creation, and how separation from God has caused many problems for humanity. Finally, they will investigate comparisons with scientific accounts.					
Environmental Work	Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco-councillor who meets weekly to discuss environmental issues in school.					
Cultural Awareness	To learn about the tradition and culture within our host country Mexico. (Making links through studying a region of the Americas and living in the UK) Learning the British Values and developing their understanding of each aspect.					