



Year 5, Autumn 1- Medium Term Plan  
How is a River Formed ?



| Subject | Prior Learning                                                                                                                | Assessment                                                                                                | Oracy Opportunities                                                          | Learning Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key Vocabulary                                                                                                                                                                                                                                                                                                                                                          | House Value |
|---------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Maths   | In Year 4 children focused on 4 digit numbers<br>Rounded 3-digit numbers<br>Used bar charts and pictograms (Maths No Problem) | Pre and post unit diagnosis assessments<br>Plenary<br>Self assessment at the beginning and end of lessons | Maths meetings<br>Kagan structures throughout every lesson<br>STEM sentences | LQ: What is the value of each digit in a 5-digit number?<br>LQ :How do I compare 5-digit numbers?<br>LQ: How do I order and compare 5-digit numbers?<br>LQ: How do I round 5-digit numbers to the nearest 10, 100 and 100?<br>LQ: What is the value of each digit in a 6-digit number?<br>LQ: How do I compare 6-digit numbers?<br>LQ: How do I order and compare 6-digit numbers?<br>LQ: How do I round 6-digit numbers to the nearest 10, 100 and 1000?<br>LQ: How do I round numbers?<br>LQ: How do I read Roman numerals?<br>LQ: How do addition and subtraction strategies work?<br>LQ: How do I can and subtract multiples of 10, 100 and 1000?<br>LQ: How do I add and subtract using a round and adjust strategy?<br>LQ: How do I use partitioning strategies to add and subtract?<br>LQ: How do I round to estimate calculations?<br>LQ: How do I use column addition?<br>LQ: How do I use column subtraction?<br>LQ: How do I use mental methods when problem solving?<br>LQ: How do I tell a story using a line graph?<br>LQ: How do I read and interpret line graphs and charts?<br>LQ: How do I represent information in a line chart?<br>LQ: How do I read and interpret timetables?<br>LQ: How do I read and interpret conversion graphs? | digit<br>thousands<br>ten thousands<br>place holder<br>rounding<br>nearest 10<br>multiple<br>approximate<br>numeral<br>hundred<br>thousand<br>add<br>subtract<br>inverse<br>communative<br>partition<br>adjust<br>efficient<br>estimate<br>data<br>pound<br>inch<br>axis<br>convert<br>schedule<br>parallel<br>interval<br>perpendicular<br>difference<br>column<br>row | Resilience  |





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| Subject                      | Prior Learning                                                                                                                                          | Assessment                                                                                                                                                                                                    | Oracy Opportunities                                                                                                                                                                                                                                                                                                                                           | Learning Questions                                                                                                                                                                                                                                                                                                                                                                                                                                     | Key Vocabulary                                                                                                                                                                                                                                                                                              | House Value   |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| PSHE                         | Healthy living topics and focus across previous years<br>Whole school initiative - healthy eating<br>Year 4 - resilience - actions and responsibilities | Pre unit quiz: what do we already know about emotional and social health?                                                                                                                                     | Discussion, debate, comparison and evaluating viewpoints<br>Kagan partner and group work                                                                                                                                                                                                                                                                      | LQ: what goals do i want to set for myself this year?<br>LQ: What is mental health?<br>Quiz<br>LQ: How do I resolve conflict?<br>LQ: How do I deal with conflict in a negative and positive way?<br>LQ: How do i stay safe on a mobile/tablet?<br>LQ: How can I be happy being me?<br>How important are childrens rights? How do they support out mental and emotional health?<br>End of unit assessment                                               | mental health<br>conflict resolution                                                                                                                                                                                                                                                                        | Resilience    |
| Music                        | Topic on adapting and transposing motifs in Year 4.                                                                                                     | End of Unit Composition and Notation Multiple Choice Quiz; Perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group; | Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work; Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence; Suggesting and demonstrating improvements to own and others' work. | How can I: Play and perform in solo and ensemble contexts? Use my voice and play musical instruments with increasing accuracy, fluency, control and expression? Improve and compose music for a range of purposes using the inter-related dimensions of music? Use and understand staff and other musical notations? Listen with attention to detail and recall sounds with increasing aural memory? Develop an understanding of the history of music? | accuracy, backing track, balance, composition, control, crotchet, ensemble, expression, feature, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups | Creativity    |
| Spanish                      | Children have engaged in a range of spanish topics from Year 4                                                                                          | Puzzle it Out - Speaking, listening, reading and writing                                                                                                                                                      | Speaking and listening activities                                                                                                                                                                                                                                                                                                                             | LQ: Can I understand adjectives to describe feelings?<br>LQ: Can I answer the question 'How are you?' in more detail?                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                             | Resilience    |
| PE                           | Tag Rugby - Year 4                                                                                                                                      | Weekly Teacher assessment - peer feedback                                                                                                                                                                     | Oral feedback during and after lessons<br>Use of key vocab<br>Giving peer to peer feedback - team talk                                                                                                                                                                                                                                                        | LQ: How do I grip the ball with two hands?<br>LQ: How do i get into effective positions to catch and pass the ball?<br>LQ: I can understand what a knock on is and how it affects the game?<br>LQ: Can I run onto the ball at pace?<br>LQ: Can I organise attacking lines?<br>LQ: Can we work as a team - using a full back effectively?                                                                                                               | off side<br>knock on<br>attacking lines<br>full back<br>defence                                                                                                                                                                                                                                             | Collaboration |
| P.E (Health Related Fitness) | The children have developed an understanding of how fitness is linked to overall wellbeing. This also relates to P.S.H.E                                | Children will be assessed on their flexibility, strength, technique, control and fitness. Demonstrating improvement to achieve their personal best. Monitoring their own scores and improvements.             | Children will have opportunities to focus on constructive feedback - giving and receiving feedback effectively to their peers to improve their skills.                                                                                                                                                                                                        | LQ: What are the physical and mental benefits of regular exercise?<br>LQ: Why is core strength and stamina important in sport?<br>LQ: How do I develop strength in my body?<br>LQ: Why is it important to warm-up prior to exercise?<br>LQ: What factors have contributed to any improvement in performance?<br>LQ: What exercises could I include in my circuit?                                                                                      | Health Related Fitness<br>Core strength<br>Stamina<br>Balance<br>Fitness                                                                                                                                                                                                                                    | Resilience    |