Year 5, Autumn 2- Medium Term Plan

How did Britain change between the end of the Roman occupation and 1066?

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	In year 3/4 children developed their knowledge of multiplying and dividing.	NFER Assessment in mathematics will be completed in the Autumn 2 term	Weekly maths meeting Kagan structures - group and partner work Use of STEM sentences	LQ: How do I identify factors and multiples (1)? LQ: How do I find factor pairs? LQ: How do I identify prime numbers within 100? LQ: How do I identify factors and multiples (2)? LQ: How do I multiply and divide dividing powers of 10? LQ: How do I double and half numbers? LQ: How do I solve problems using a range of calculation strategies (calculate flexibility)? LQ: How do I multiply numbers with up to 4- digits by a 1-digit number? LQ: How do I multiply two digit numbers? LQ: How do I calculate perimeter? LQ: How do I calculate area? LQ: How do I calculate the area of rectilinear shapes? LQ: How do I compare the area and perimeter of rectilinear shapes? LQ: How do I calculate the area of non-rectilinear shapes?	multiply divide systematic composite number prime number line graph interperate	Collaboration
Writing	Children have written a defeat the monster story in Year 4 (Theseus and the Minotaur) Writing setting and character descriptions in KS1 and KS2. prepositions, noun phrases, simple, compound sentence structures.	Cold task, Short burst writing, Hot Task	Opportunities for oracy working within a Kagan group structure. Sharing ideas, create vocabulary word banks. Using drama to bring the writing to life.	Cold Task - 'Beat the monster' story Immersion lesson - The Mead Hall How can I explore the model text? How can I use subordinating conjunctions? What are apostrophes for possession? How can I create an exciting battle scene? How can I create a range of effective sentences? Who will the hero and monster be in my story? How can I plan and box-up my defeat the monster story? Hot Task - Defeat the monster story How can I edit my defeat the monster story? Cold Task - Explanation Text What is an explanation text? What are the features and structures of an explanation text? What is parenthesis? What are cause and effect sentences? What information will I need for my explanation text? How can I plan my explanation text? Hot Task - Explanation Text How can I edit my explanation text? How can I explore a winter poem? What figurative language can I use in my poem? Hot task - Winter poem	Conjunction Adverb Expanded noun phrase Fronted Adverbial Parentesis	Creativity
Reading	Children have answered all types of reading questions in Year 5 NFER Tests in Autumn 2 and Spring 1	Weekly unseen, independent comprehension	Speech Focus: Choral Reading Echo Reading Partner Reading	LQ:How can I explore new a new text? LQ: How can I orally answer VIPERS style questions? LQ: How do I answer VIPERS questions? LQ: Blind comprehension	Vocabulary Inference Predicition Explain Retrieval Summarise	Resilience
Science	Science: Y2 : Properties and uses of materials(grouping based on properties)	Pre Unit check : How can I sort a variety of materials? Post unit check: What have I learned about materials and their properties?	Discussion opportunities regarding properties of materials and their uses. How materials can be sorted. Which materials are soluble? Which changes are reversible?	Materials and their properties. Pre-learn : LQ: How do I sort a variety of materials? LQ - How can I group materials according to their properties? LQ : Which materials are soluble? LQ: How do I recover a substance from a solution? LQ: How can I separate materials? LQ: Why are some changes easily reversible and others not? LQ: What creates a reaction when mixed with Bicarbobate of soda? Post - learn: LQ: What have I learned about materials and their properties?	properties materials solution substance soluble	Collaboration
Geography						
Geography						
History	Stone Age Romans Ancient Egypt Ancient Greece	Pre-learn: looking at artefacts and annotating known facts in books relating to them Post learning: Children will understand why the Anglo Saxons and Vikings invaded Britain. They will understand the different 'push' and 'pull' reasons. They will be able to look at history and historical debates from both sides and use evidence to back up their own ideas	Kagan activities Explaining What the souces tell us Drama activities to freeze frame stories	Pre unit assessment Hook - Anglo-Saxon Workshop LQ: How did Britain change between the end of the Roman occupation and 1066? LQ: What were the reasons the Anglo Saxons invaded Britain and the Romans left? LQ: How do we know where the Anglo Saxon's settled? LQ: Who were the Anglo Saxons and how did they divide up Britain? History mid-point assessment LQ: Who were the Vikings and how did they battle with the Anglo Saxons? LQ: Who was Alfred the Great and how did he change Britain? History End of Unit Assessment	Primary Sources Secondary sources Artefacts Archiologist Kingdoms Invade Settlement	Collaboration
DT	Pizza making - Y4	Pre and post learning: What is the main ingredient in bread, how is it grown, how is it processed?	Kagan activities, explaining the differences in recipes, working collaboratively to knead and make bread.	Pre-Learn Assessment LQ: How are grains grown, harvested and processed? LQ: How did Vikings and Anglo-Saxons make bread? LQ: How do I knead and shape dough? LQ: How can I design my own Anglo-Saxon inspired bread? LQ: How can I evaluate my bread? Post Learn Assessment	Ingredients Milling Infographic Harvest Processed Knead Evaluate	Collaboration
Art						
Computing	Children have used seesaw to film short videos	End of unit - short film assessment	Sharing ideas with partner and kagan group Idea generation	What is a video? How can I explore filming techniques? How can I plan a video? How can I film clips for a video? How can I edit and import a video? End of unit showcase	production snip crop merge digital device film reshoot edit	Creativity
RE	Year 4: What can we learn from religions about deciding what is right or wrong?	Can pupils explain how the teachings of Jesus show Christians how to behave?	Opportunities in every lesson to share ideas and opinions both in Kagan groups and with the whole class.	LQ: How many people believe in God? LQ: How do we know What is true? Why do people believe or not believe in God? LQ: What do Christians believe about how the world began? LQ: How did Jesus teach his followers to love? LQ:What do Jesus' parables about forgiveness teach to Christians today? LQ: How do Christians today try to follow Jesus' teaching about justice and fairness?	Parable mission Big-Bang	Kindness
PSHE					Habits Influences Cyberbullling Kindness Dares	Kindness
Music	Students have explored the forest through music and will be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as they create their own rhythms of the forest, layer by layer.	Pupils who are secure will be able to: Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary; Comparing, discussing and evaluating music using detailed musical vocabulary; Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time; Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	LQ: How can I learn some of the key features of Blues? LQ: How can I play the first line of the 12-bar blues? LQ: How can I play the 12-bar blues? LQ: To be able to play the blues scale on a tuned instrument LQ: To be able to improvise with notes from the blues scale.	12-bar blues, ascending scale backing track, bar bent notes, blues blues scale, chord convey, descending scale expression, features flat, improvisation lyrics, pitch quavers, scale sharp, solo staff notation	Collaboration
Spanish (Time in the city)	Year 4- places in the town Where is something? Names of shops	End of unit assessments- Speaking and Reading	Kagan and oracy activities planned throughout all lessons. Listening and repeating Spanish phrases	LQ: What facts do I know about the city of Madrid? LQ: How do I ask for an entrance ticket? LQ: How do I give simple instructions to places in a town? LQ: What vocabulary could I use to describe a city in Spanish? LQ: How do I buy a souvenir and ask for the price in Spanish? End of unit assessment LQ: What language could I use to describe a festive jumper?	Donde esta... La ciudad El parque La escuela El museo La biblioteca El mercado El restaurante El hospital La estación de tren La estación de autobús	Resilience

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PE	All children should have a good understanding what to do whilst attacking (dribbling, passing, space) and defending (blocking, intercepting). In addition, they should be able to list basic rules of the game.	*Pre Assessment Game Post Assessment Game * Ongoing formative assessment	Oral feedback during and after lessons Use of key vocab Giving peer to peer feedback	LQ: When throwing/ catching what should we always do? LQ: What should the ball carrier have at all times during a game? LQ: After you have stopped dribbling, what can you do next? LQ: When attacking how do we create opportunities to score? LQ: When defending what can we do to gain possession of the ball? LQ: What should we do as a team in order to create chances to shoot at the goal?	Dribbling/ Shooting/ Passing/ Attacking/ Defending/Control/Agility/ Balance/ Coordination/ Precision/Block/Foul	Kindness
Dance / Gymnastics (Ballet)	All children have taken part in yearly Dance units	Final dance performance	Partner and group work Giving peer to peer feedback	LQ: How can I show my understanding of how to effectively use space in dance? LQ: How can I use actions to build motifs? LQ: How can I understand dynamics in dance? LQ: How can understand different dance relationships? LQ: How can I develop an understanding of perfomance practices?	Motif Grooves Locking Breaking Fusion Travel Levels Pathways Unison, Canon Contrast Counts	Creativity