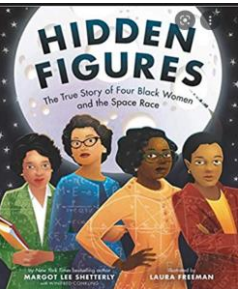




Year Group: Year 5		British Value: Tolerance for other faiths and religions		Root of Learning: Daring to be Different		Outdoor learning opportunities: Olympics Greek sculpture photographs Orbits Build a rocket Song: Earth, space and all that jazz(sing up)	
Theme: Up in the Heavens/Earth and Space							
Hook: Planetarium/ astronaut training day							
Term: Autumn 1							
Week	1	2	3	4	5	6	7
Cross-curricular links	Transition History and Writing Understand the discrimination that took place towards black women.	Astronaut training day PSHE & Reading Start the topic off with a rhyming poem: Goals and worries. Poem format ab,ab				Planetarium	
English (together)	Phase 1: Immersion 1. Aspirations – draw a picture of a scientist. What are your aspirations? Write about your future aspirations, draw a picture. 2. Mind - map with research about each woman. (Art) Hot seating as the Kathryn Johnson to understand how she felt on her first day in preparation for writing a diary entry. 3) Diary entry - a day in the life of one of the women.	Phase 2: Reading like a Writer - WAGOLL 1) To read a non-chronological report and identify key features. 1) A title 2) Introductory paragraph 3) Organisational devices 4) Formal tone 5) Technical language 6) Summary Text: Thinkers and Inventors 2) L.O: To identify grammar and punctuation used in a non-chronological report. Find the following features: - Word class - Conjunctions	Phase 3: Writing like a reader – GPS 1) Word classes - Nouns - adjectives - verbs 2) Coordinating conjunctions A) What is it and what is the purpose of it? B) Identify examples with a text C) GPS questions D) Apply	Practice/Shared Write To write a non-chronological report about space – specifically the solar system. • Model use of coordinating conjunctions • Model use of capital letters and full stops • Model use of technical language Para 1: Introduction (what is the solar system) Para 2: The planets Para 3: Summary A labelled diagram	Phase 4: Hot task LO: To write a non-chronological report about a hidden figure. Intro • Rhetorical question. • What/who are you writing about. • Why writing about her – importance of racial inclusion/gender rights. • Hook readers into reading on. Early life • Where was she born? • Where did she learn? • How did she get into maths? • Anything else that may be interesting Achievements at NASA Summary • Recognised Pres. Obama • How she pioneered for other women of colour in science • How has she inspired you?		Phase 5: Hotter task Editing sequence 1) Genre criteria • Purpose: Does the writing retell the events effectively and concisely? • Audience: Does the language used suggest the chosen audience?
Text: Hidden figures							
							
Text type: Non-fiction Non-chronological report							
Speaking and Listening Opportunities	performance poetry						-









Sandal Primary School Medium Term Planning and Weekly Overview

Spelling Follow the Ed Shed Spelling Scheme	Spelling pattern: Words ending in ‘-tious’ and ‘-ious’ Y3/4: actual, learn, Y5/6: occur, accompany ambitious, infectious, nutritious, curious, devious, notorious, obvious		Spelling pattern - Words ending in ‘-cious’ Y3/4: arrive, circle Y5/6: according, achieve atrocious, delicious, ferocious, gracious, malicious, precious, spacious, suspicious	Spelling pattern: Words ending in ‘-cial’ Y3/4: group, heard Y5/6: aggressive, ancient beneficial, crucial, especially, facial, official, special	Spelling pattern: Words ending in ‘-tial’ Y3/4: build, often Y5/6: forty, apparent confidential, essential, impartial, influential, substantial, torrential	Challenge Week: Revise - Year 4 autumn 1 CEW accident believe strange reign interest various possible grammar	
Handwriting	Focus: Unit 1 Practising joining to and from the letter r	Focus: Unit 2 Ensuring letters are consistent in height and size	Focus: Unit 3 Developing fluency	Focus: Unit 4 Ensuring the letter t is at the correct height	Focus: Unit 5 Forming and joining the letter s	Focus: Unit 6 Write words and sentences, practising break letters. Break letters do not join. b p g q j x y z	Focus: Unit 7 Practise writing a playscript
Reading VIPERS texts	Fiction text Vocabulary Retrieval explanation Summarise Text: Hidden Figures		Non-fiction Vocabulary Inference Prediction Text: God Fact File	Poetry Vocabulary Retrieval explanation Summarise Text: Jabberwocky	Fiction text Vocabulary Inference Prediction Text: Umbrella	Non-fiction text Vocabulary Retrieval explanation Summarise Text: Kathryn Johnson	Poetry Vocabulary Inference Prediction Text: Chocolate cake
Maths 5S – Mrs Ali Place Value Fluency Varied Fluency Reasoning Problem solving (test style q’s)	Skill 1 Read and write numbers to at least 1 000 000 and determine the value of each digit.		Skill 2: Order and compare numbers up to 1,000,000	Skill 3: Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Skill 4: Round any number up to 1 000 000 to the nearest: 10, 100, 1000, 10 000 100 000		Skill 5: Count forwards and backwards with positive and negative whole numbers, including through zero
Maths 5S – Miss Silvester Measurement	Skill 1: Convert between different units of metric measure. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre		Skill 2: Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres		Skill 3: Calculate and compare the area of rectangles and squares. Estimate volume and capacity		Skill 4: Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints



Maths 5P – Miss Ahmed Number Fluency Varied Fluency Reasoning Problem solving (test style q’s) Place Value 1-3 Addition and Subtraction 4-5 Statistics 6-7	Skill 1 Read and write numbers to at least 1 000 000 and determine the value of each digit. Skill 2 Order and compare numbers up to 1,000,000	Skill 3 Count forwards or backwards in steps of powers of 10 for any given number up to 1,000, 000 Skill 4 Round any number up to 1 000 000 to the nearest: 10, 100, 1000, 10 000 100 000	Skill 5 To use negative numbers in context and calculate intervals across zero. Skill 6: Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	Skill 7 Add and subtract numbers mentally with increasingly large numbers. Skill 8 Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	Skill 9 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Skill 10 Solve comparison, sum and difference problems using information presented in a line graph.	Skill 11 Complete, read and interpret information in tables including timetables.
LBH	LBH Roman Numeral From 1 to 1000 (I - M) Read Roman numerals to 1000 (M) and recognise years written in Roman numerals			LBH Factors and Multiples Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.		LBH Prime Numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
Arithmetic	Arithmetic Times tables, bar models and fraction of amount Week 1: 3, 4, 8 x tables Week 2: 6,7,9, x tables Week 3: 11, 12 x tables			Arithmetic Multiply and divide whole numbers and those involving decimals by 10.		Arithmetic Multiply and divide whole numbers and those involving decimals by 100.	
Science Space	Lesson 1 - Harvesting Knowledge Skills: Explain using cause and effects and scientific facts and ideas. Begin to identify scientific evidence that has been used to support or refute ideas or arguments.	Lesson 2 - Astronaut Day To research what an astronaut is/does. To design a space suit that would be suitable for space exploration. To undergo physical and mental challenges that an astronaut would have to face during their training.	Lesson 3 - Describe Sun, Earth and Moon as approximately spherical bodies Skills: Sort and classify with precise reasons. Make predictions and explain why. Explain what the evidence	Lesson 4 -5 Describe the movement of the Earth and other planets relative to the sun in the solar system. Skills: Sort and classify with precise reasons. Measure precisely in standard units. Select the most suitable equipment for the task. Talk about how to improve their own work		Lesson 6 - Describe the movement of the moon relative to the Earth. Skills: Observe, describe and compare in careful detail. Explain observations/results using cause and effects and scientific facts and ideas.	Lesson 7 - Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Skills: Observe, describe and compare in careful detail. Plan how to collect evidence/information/data to test out an idea/prediction or answer



	 <p>Hi I'm Ellie the explaining and evaluating elephant!</p>	 <p>Hi I'm Oscar the observing octopus!</p>	<p>show and whether it supports any predictions.</p> <p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it.</p>  <p>Hi I'm Polly the predicting and planning parrot!</p>	<p>giving reasons.</p> <p>Set up and carry out fair tests and use the results to set up further tests</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>		 <p>Hi I'm Oscar the observing octopus!</p>	<p>a question.</p> <p>Set up and carry out fair tests and use the results to set up further tests.</p> <p>Repeat observations and measurements.</p> <p>Draw tables, bar charts and simple line graphs to record observations/data.</p> <p>Interpret and predict from bar charts and line graphs.</p> <p>Identify trends and patterns in data and explain using scientific facts and ideas.</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p>
Geography							
History		Skill 2: Cross-curricular geography Where is Europe, where is Greece	Skill 3: Chronology LO: To identify the chronological context of the Ancient Greeks	Skill 4: Cross-curricular art Create a Greek pot from clay.	Skill 5: Historical knowledge Greek gods and goddesses.	Skill 6: Historical interpretations	Skill 7: Historical enquiry What does the Odyssey tells us about the Ancient Greeks.
Art	Skill 1: To understand what a sculpture is. To look at the work of Barbara Hepworth Picture sort - look at features. Which were created by the same artist? How do you know? Draw on learning about Mark Humphries Favourite piece: size, texture, angles, gaps, placement, affect		Skill 2: To investigate the effect of different techniques (outdoor learning) <ul style="list-style-type: none">- join pieces using hatch and water- add texture using imprints and tools- scratching details	Skill 3: Mould and shape a Greek vase out of clay Cross- curricular history - Design a greek pot and learn about its history	Skill 4: To create sketches with ideas. <ul style="list-style-type: none">- Realistic sketch of a Greek God.- Turn the sketch into a sculpture in the style of Barbara Hepworth.	Skill 5: To use clay to create a symbolic model in the style of Barabara Hepworth which is finished appropriately. Using the techniques practised, create the end product. Materials needed: <ul style="list-style-type: none">- clay- sculpting tools- water	Skill 6: Evaluate sculpture What is your subject what techniques have you used what worked well what would you change



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Design Technology							
Spanish Revision of Year 4 topics	Food and me gusta(n) To recall several foods in Spanish. To be able to say what foods they like and dislike. To be able to use the plural and singular form mostly correctly.		Body part and the verb ‘Tener’ To recall several body parts in Spanish. To be able to use the verb tener mostly correctly. To be able to identify masculine and feminine words.	Family and the verb ‘Tener’ To be able to say direct family in Spanish. To use the verb tener with family. To be able to use familiar vocabulary to modify simple sentences.	Seasons and weather To recall how to say the weather in Spanish. To differentiate when to ‘hacer’ and ‘ser’ with weather. To correctly pronounce ‘ce’ and ‘z’ in Spanish.	The verb ‘ser’ To recall the 1st, 2nd and 3rd person conjugation of the verb ser and to use it mostly correctly. To use ‘ser’ and other familiar vocabulary to create sentences.	Revise and consolidate - Food - Body parts - Family - seasons and weather - Verbs: ser, tener
P.E Swimming WR - Football	Skill1: Recap and refine dribbling and passing to maintain possession	Skill 2: Introduce defending	Skill 3: Develop defending	Skill 4: Develop shooting	Skill 5: Refine attacking skills passing, dribbling and shooting, introduce officiating	Skill 6: Level 1 tournament	
Music Looping and remixing 5S – Whole Class Instrumental Lessons JSax	Lesson 1: Shosholoza A Cappella Section by section children learn to sing the song 'Shosholoza', sung in Ndebele; the language spoken by the Bantu people Learning Objectives To sing a traditional African song unaccompanied		Lesson 2: Playing Shosholoza Working in pairs and using tuned percussion instruments such as glockenspiels, xylophones or steel pans, pupils learn the chords for the ‘Shosholoza’ song Learning Objectives To use tuned percussion to play a chord progression	Lesson 3: The Shosholoza show Children learn some African dance steps and practice a final performance of the Shosholoza song, incorporating their new moves and the chords from Lesson 2 Learning Objectives To use vocals or tuned percussion to perform a piece of music as an ensemble	Lesson 4: Drumming away to Africa Using a metronome to keep a constant pulse, children practice reciting rhythms with varying dynamics and tempo, before following the pulse set by the 'master drummer' on the Traditional West African Djembe drum Learning Objectives To play African inspired rhythms using percussion instruments		Lesson 5: Make a break in Africa Developing the complexity of the rhythms from Lesson 4, children work in groups to create an eight beat break and then perform as a class, with each group joining back in with their rhythms until everyone has played Learning Objectives To create an eight beat break to play within a performance



<p>PSHE Being me in my world</p>	<p>My Year Ahead</p> <p>Cross-curricular link - start the topic off with a rhyming poem, goals and worries. Poem format ab,ab</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I feel welcome and valued and know how to make others feel the same</p>		<p>Being a Global Citizen 1</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities</p>	<p>Being a Global Citizen 2</p> <p>I understand that my actions affect other people locally and globally</p> <p>I understand my own wants and needs and can compare these with children in different communities</p>	<p>The Learning Charter</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p>	<p>Consequences</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function best as a whole</p>	<p>Owning our Learning Charter</p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>
<p>Computing</p> <p>E-safety and Coding</p>	<p><u>E-Safety</u></p> <p><u>LO:</u> To explain the importance of a balanced lifestyle with respect to technology use.</p> <p><u>Success criteria:</u> To understand the concept of a balanced lifestyle and be aware of the amount of time they are spending in front of a screen and the impact this may have on their physical and mental health.</p> <p>Describe non-screen activities they can engage in to ensure they have a balanced lifestyle.</p> <p>Understand what addiction is and where to go for help to deal with addiction to technologies and content.</p>	<p><u>E-Safety</u></p> <p><u>LO:</u> Explain the importance of a positive 'digital footprint'.</p> <p><u>Success criteria:</u> Understand that any information about them shared online by themselves and others could be accessed by anybody in years to come and that this 'trail' of digital information creates a 'digital footprint' about them.</p> <p>Identify all the different sources and types of information that might already be online about themselves and what control they have over this information.</p> <p>Describe positive and negative implications of anybody accessing their 'digital footprint' now and in the future. Describe what steps they can take to creating a 'positive online image' including defining acceptable and unacceptable online behaviour and the benefits this will have to them now and in the future.</p> <p>What is a digital footprint?</p>	<p><u>E-Safety</u></p> <p><u>LO:</u> Explain the importance of a positive 'digital footprint'.</p> <p><u>Success criteria:</u> Understand that any information about them shared online by themselves and others could be accessed by anybody in years to come and that this 'trail' of digital information creates a 'digital footprint' about them.</p> <p>Identify all the different sources and types of information that might already be online about themselves and what control they have over this information.</p> <p>Describe positive and negative implications of anybody accessing their 'digital footprint' now and in the future. Describe what steps they can take to creating a 'positive online image' including defining acceptable and unacceptable online behaviour and the benefits this will have to them now and in the future.</p> <p>What is a digital footprint?</p>	<p><u>E-Safety</u></p> <p><u>LO:</u> To appropriately configured and secure all devices used to access personal data</p> <p><u>Success criteria:</u> Understand that to remain safe and secure online you need to ensure the devices you use to connect online are suitably secure and that you are using a secure connection including games consoles, tablets and mobile phones.</p> <p>Ensure you have approval from a trusted adult before using a webcam. Understand the terms including antivirus, firewall, security updates, pop up blocker, etc. Create and regularly update strong passwords and do not use the same password for all accounts and devices.</p>	<p><u>E-Safety</u></p> <p><u>LO:</u> To evaluate whether games, websites and social media are appropriate for specific ages.</p> <p><u>Success criteria:</u> Use PEGI ratings and other criteria to identify the (e)Safeguarding issues with regard to a range of games and online content to make informed judgements on the suitability of the content for a given age range.</p> <p>Talk to parents about the online games they are playing so that joint decisions can be made with regard to accessing appropriate online content and games.</p>	<p><u>Coding</u></p> <p><u>LO:</u> Designing and writing a more complex program that accomplishes a specific goal.</p> <p><u>Success criteria:</u> Children can plan a program before coding to anticipate the variables that will be required to achieve the desired effect.</p> <p>Children can follow through plans to create the program.</p> <p>Children can debug when things do not run as expected.</p>	<p><u>Coding</u></p> <p><u>LO:</u> Designing and writing a more complex program that accomplishes a specific goal.</p> <p><u>Success criteria:</u> Children can plan a program before coding to anticipate the variables that will be required to achieve the desired effect.</p> <p>Children can follow through plans to create the program.</p> <p>Children can debug when things do not run as expected.</p>
<p>RE</p>	<p><u>Lesson 1: Special Places</u> <u>L.O: To talk about a place that is special to me.</u></p>	<p><u>Lesson 2: Introducing special places of worship.</u> <u>L.O: To consider what makes a place so special to people.</u></p>	<p><u>Lesson 3: Special journeys</u> <u>L.O: I can identify special journeys I take or have taken.</u></p>	<p><u>Lesson 4: Special journeys for Muslims</u> <u>L.O: To understand what it is like to visit Makkah if you are Muslim?</u></p>		<p><u>Lesson 5: Special journeys for Jews</u> <u>L.O: To understand the role of pilgrimage in Judaism.</u></p>	<p><u>Lesson 6: Reflection</u> <u>L.O: What is my journey through life like? How is it going?</u></p>



<p>Why are some journeys and places special?</p> <p>(Mosque Trip) Islam & Judaism</p>	<p>1) Talk about special places e.g the park, the garden, the library.</p> <p>2) Draw your special place and add labels thinking carefully about why this place is special to you.</p> <p>3) Introduce some places of worship - What do these places have in common?</p> <ul style="list-style-type: none"> - mosque - cathedral - temple - synagogue 	<p>4) What qualities might a place of worship have?</p> <ul style="list-style-type: none"> - calm - grand - togetherness - peaceful - friendly <p>5) Create your own word cloud using the words you have come up with to describe places of worship.</p>	<p>1) Have you ever been on a special journey? What made it special? Think about:</p> <ul style="list-style-type: none"> - Natural wonders - Historical and cultural sites - Personal connections and experiences - Heritage <p>2) Why do you think memories can make a journey feel special?</p> <p>3) With your partner, write down the journeys you take or have taken. Write your answers on the sticky notes.</p> <ul style="list-style-type: none"> - Sort your sticky notes between journeys that are ordinary and those that are special. 	<p><u>School visit to the Mosque</u></p> <p>1) Which journeys are special to Muslims?</p> <ul style="list-style-type: none"> - Makkah - Kaba <p>2) What do muslims do on a pilgrimage? (Umrah)</p> <ul style="list-style-type: none"> - Passing the Miqat in the state of Ihram, - Performing Tawaf of the Kaaba - Doing Sa'i of Mount Safa and Marwa - Carrying out Halq (shaving or shortening of the hair). <p>Key words: miqat, tawaf, sa'i, halq</p>	<p>1) Why is the Western Wall significant for Jews?</p> <p>2) What happens at the Wailing Wall?</p> <p>3) What do Jews write on their pieces of paper and what do they do with it?</p> <ul style="list-style-type: none"> - (Message to God) <p>4) Write a postcard home explaining what you have seen.</p>	<p>1) Who can help you along life's journey?</p> <p>2) What guidance can you choose to follow?</p> <p>3) What will make you safe as you travel? Is it best to travel alone or in company?</p> <p>4) What is the best advice for life's journey? Will it be easy?</p> <p>5) Where do you want to end up and what do you need to do to get there?</p> <p>5) Why is it good to have goals in life?</p> <p>6) What can you do when you get stuck, or you see others stuck?</p> <p>7) Are you aiming high?</p>
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