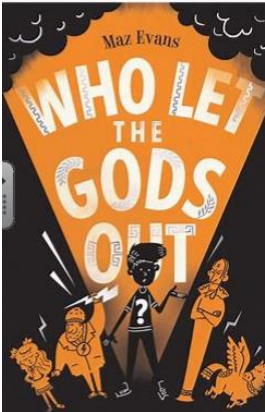



Sandal Primary School Medium Term Planning and Weekly Overview









YearGroup: Year 5 Theme: Up in the Heavens - Forces Term: Autumn 2 Hook: British Value: Mutual respect Root of Learning: Working Together Outdoor Learning Opportunities: PE-Team building games/ leadership, spanish- seasons and weather, gravity and forces Song:							
Week	1 30.10.23	2 6.10.23	3 13.11.23 Anti-bullying week	4 20.11.23	5 27.11.23 Wed/Thurs parents evening until 6/8pm	6 4.12.23 Mosque trip 5.12.23	7 11.11.23 Christmas Parties
Cross - Curricular Links		Art & English - portraits	R.E & English - Postcard		History, Science & Writing - Email letter writing - Computing: Use GC to email letters.	Computing: Use GC to email letters.	
English Text: Who let the Gods Out? By Maz Evans.  Text type: An informal letter Audience: The other Year 5 5P Purpose: A formal email in letter style to persuade the Olympian Gods to help Zodiac and Elliot (1st person) 5S Purpose: An informal email in letter style to recount Zodiac's experiences on Earth so far.	Writing Hook after the Holiday 'Should homework at Sandal Primary school be reduced?' Text: A formal letter Audience: Mrs Dale Purpose: To communicate our opinions on the matter. <u>1) Speaking and listening</u> Discussion of how much homework the children receive currently, and whether it's perceived to be too much, too little or just right. <u>2) To take part in a balanced debate.</u> Assign 'for' and 'against' teams to debate the following point: 'Homework volume should be reduced.' 3) Write a letter to Mrs Dale on whether homework volume should be reduced.	Phase 1 – Immerse Activity 1: Black out verse to summarise first few pages  Activity 2: Role on the wall Elliot ch 1-2 Activity 3: Portrait of Virgo Writing opportunity- character description of Virgo	Phase 2 - Reading like a Writer WAGOLL and Success Criteria <u>Text features</u> 1) The date 2) An introduction 3) An appropriate greeting 4) First person 5) Vocabulary that shows an informal, chatty style 6) A concluding paragraph <u>GPS features</u> 1) Clauses 2) Coordinating conjunctions 3) Subordinating conjunctions	Phase 3 - Writing like a reader 5S - GPS Focus 1) Clauses 2) Subordinating conjunctions. A) What is it and what is the purpose of it? B) Identify examples within a text. C) Answer GPS questions. D) Application 5P - GPS focus 1) Subordinating conjunctions 2) Commas with a fronted adverbial Teach Practise Apply	Guided write <u>5P</u> Write a formal email (in letter style) to persuade Miss Ahmed to give them a good report on parents' evening. <u>5S</u> Write an email (in letter style) to persuade your class teachers for an extra break. Hot task Plan the email	Hot Task 5S Write a first person informal letter to recount the character Zodiac's time on Earth. 5P Write a persuasive letter to convince the Olympian Gods to help when they fail their mission (first person)	Hot Task Edit hot task Share/read emails to a buddy in Year 5.

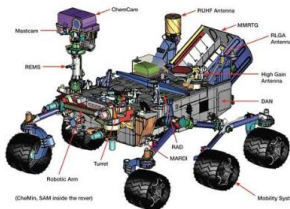
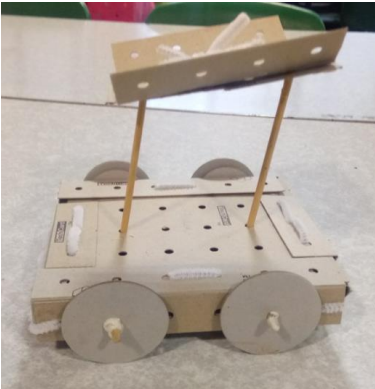

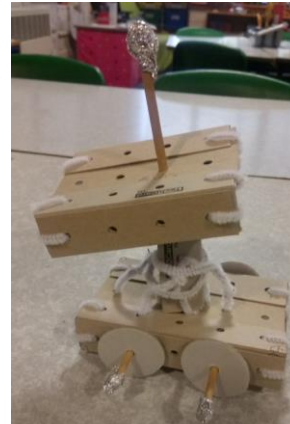
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Speaking and Listening Opportunities		Perform black out poem Role on the wall					
Spelling	Spelling pattern: Words ending in -ant Y3/4: eight, caught Y5/6: attached, available abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	Spelling pattern: Words ending in - ance and -ancy Y3/4: heart, breath Y5/6: average, awkward abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy		Spelling pattern: Words ending in - ent and -ence Y3/4: busy, early Y5/6: bargain bruise competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	Spelling pattern: Words ending in - able and -ible Y3/4: island, earth Y5/6: category, cemetery comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	Spelling pattern: Words ending in - ably and -ibly Y3/4: woman, women Y5/6: critic, community comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	Challenge Words: promise therefore opposite ordinary perhaps pressure extreme occupy
Reading VIPERS texts	Poetry Text: Chocolate Cake Vocabulary Inference Prediction Explain Retrieve	Fiction text Text: Who let the gods out? Beasts of Olympia Vocabulary Inference Inference Prediction	Non-fiction text Text: Twinkl life in Ancient Greece Vocabulary Retrieval / explanation Retrieval / explanation Summarise	Poetry Text: Ode to the Ancient Greeks Vipers Retrieve Explain Summarise	Fiction Text: Who let the gods out? Vocabulary Inference Inference Prediction	Non-fiction Text: Hades- Grammarsaurus Vocabulary Retrieval / explanation Retrieval / explanation Summarise	Poetry The Custard Dragon Vocabulary Retrieval / explanation Retrieval / explanation Summarise
Maths 5S - Mrs Ali Number: Addition Subtraction & Multiplication Fluency Varied Fluency Reasoning Problem solving (test style q's)	Skill1: Add numbers with more than 4 digits using formal written methods.		Skill 2: Subtract numbers with more than 4 digits using formal written methods. <div>Step 3 Subtract whole numbers with more than four digits</div> <div>Step 4 Round to check answers</div> <div>Step 5 Inverse operations (addition and subtraction)</div> <div>Step 6 Multi-step addition and subtraction problems</div> <div>Step 7 Compare calculations</div> <div>Step 8 Find missing numbers</div>		Skill 3: Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method,		Skill 4: Long multiplication for two-digit numbers
Maths 5S - Miss Silvester Fluency Varied Fluency Reasoning Problem solving (test style q's)	Measurement <div>Step 4 Convert between metric and imperial units</div>	Perimeter and Area Skill 1: To calculate the perimeter of rectilinear shapes Skill 2: To calculate the area of rectangle and compound shapes <div>Step 1 Perimeter of rectangles</div> <div>Step 2 Perimeter of rectilinear shapes</div> <div>Step 3 Perimeter of polygons</div> <div>Step 4 Area of rectangles</div> <div>Step 5 Area of compound shapes</div> <div>Step 6 Estimate area</div>			Statistics Skill 1: Draw line graphs Skill 2: Read and interpret line graphs <div>Step 1 Draw line graphs</div> <div>Step 2 Read and interpret line graphs</div> <div>Step 3 Read and interpret tables</div> <div>Step 4 Two-way tables</div> <div>Step 5 Read and interpret timetables</div>		
Maths 5P Number: Subtraction, Multiplication and	Subtraction/Addition Skill 1: To subtract numbers with more than 4 digits Skill 2 : Use inverse, estimating and rounding to check answers		Statistics Skill 1: Draw line graphs Skill 2: Read and interpret line graphs		Multiplication and Division Skill 1: X and / by 10,100, 1000		Perimeter and Area Skill 1: To calculate the perimeter of rectilinear shapes

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division, statistics and perimeter and area Fluency Varied Fluency Reasoning Problem solving	Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers		Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables		Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers		Skill 2: To calculate the area of rectangle and compound shapes Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area		
LBH	Skill 1: Factors.	Skill 2: Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19.		Skill 3: Recognise and use square numbers and the notation for squared (²)		Skill 2: Recognise and use cube numbers, and the notation of cubed (³)			
Arithmetic	Skill 1: Add numbers mentally with increasingly large numbers.			Skill 2: Subtract numbers mentally with increasingly large numbers.		Skill 3: Multiply numbers mentally, drawing upon known facts.		Skill 4: Divide numbers mentally, drawing upon known facts.	
Science Mrs williams Miss Heathcote Topic: Forces NC: <ul style="list-style-type: none">Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectIdentify the effects of air resistance, water resistance and friction, that act between moving surfaces	FORCES Lesson 1 Skills:  L.O To discuss what we already know about Forces.	FORCES Lesson 2 Skills:  LO: To explore why unsupported objects fall to Earth because of a force. Activities: Investigation on mass and weight. Does a heavy object fall faster?		FORCES Lesson 3 Skills:  LO: To investigate the effects of air resistance on gravity Activities: Group investigation on air resistance Does air resistance affect gravity? 		FORCES Lesson 4 Skills:  LO: To explore the effects of water resistance. Activities: Group investigation on water resistance		FORCES Lesson 5 Skills:  LO: To investigate the effects of friction. Activities: Group investigation on friction	FORCES Lesson 6 Knowledge Review
Geography									
History Ancient Greeks	Greek gods To build a fact file of the Greek gods and to gain a deeper understanding of them. To compare Greek religion to the Christian religion.			Democracy Historical Information Reading - Hercules LO: To analyse Ancient Greek democracy. Activity:	Greek Democracy Historical Interpretation LO: To ask questions about change, cause, similarities and differences between Greek Democracy and modern democracies. Activity:	Greek Education Historical Interpretations LO: To compare Greek education with modern day education. Activity:	The Olympics Historical Information LO: To explain the origins of The Olympic Games. Activity: Reading – Comprehension Activity	Olympics Games Cross Curricular PE Mini Olympics with games from that time.	




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ures le.	<p>Lesson 2</p> <p>L.O: To use our knowledge of structures and Mars to design our own rover.</p> 	<p>Lesson 3:</p> <p>L.O: To use our knowledge of structures and design to make a Mars Rover.</p> 	<p>Lesson 4:</p> <p>L.O: To use our knowledge of structures and design to make a Mars Rover.</p> 	<p>Lesson 5:</p> <p>L.O: To evaluate Mars Rover.</p> <p>5- L.O: to evaluate Mars Rover.</p> 		
e .	<p>Numbers to 100 (in tens)</p> <p>To recognise multiples of ten up to 100.</p>	<p>Numbers to 100</p> <p>To begin to use numbers up to 100 in speech.</p> <p>To work out simple calculations with numbers up to 100.</p>			<p>Numbers to 100</p> <p>To be able to say the numbers to 100 in Spanish.</p> <p>To begin to understand and use the word 'hay'.</p> <p>To use numbers in a range of sentences.</p>	
d to to g	<p>To learn where and why other passing styles will be effective.</p> <p>To explore other passing styles</p>	<p>To ensure pupils understand that their role changes (defender) as soon as they lose possession of the ball.</p> <p>To apply prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot when in possession.</p>	<p>Pupils will develop an understanding of the rules of handball and take responsibility for officiating their own games</p>	<p>To refine shooting ensuring that shots are accurate and successful.</p>	<p>To bring suggestions for learning tournament</p>	
y and proficiently over a distance of at least 25 metres						
ely [for example, front crawl, backstroke and breaststroke]						
erent water-based situations						

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Music Compositions for the festival of colour	Lesson 1: Hearing Colours L.O: To understand that music can be represented with colours. <u>Success Criteria</u> I can suggest a colour to match the music. I can justify my opinion. I can name the features or the mood of a piece of music.	Lesson 2: Picturing Music L.O: To represent a piece of music as a graphic score. <u>Success Criteria</u> I can identify features of music. I can describe what I think pieces of music look like and why. I can represent music visually.	Lesson 3: Vocal Composition L.O: To create a vocal composition based on a picture. <u>Success Criteria</u> I can represent colours and shapes with vocal sounds. I can explain my choices. I can describe my use of dynamics, tempo and pitch.	Lesson 4: Colour Composition L.O: To create a piece of music inspired by a single colour <u>Success Criteria</u> I can describe the musical features of a piece of music. I can associate music with colour. I can create vocal sounds to represent colour. I can record a composition as a graphic score.		Lesson 5: Performing in Colour L.O: To work as a group to perform a piece of music <u>Success Criteria</u> I can adjust my dynamics and pitch according to a graphic score. I can keep in time with my group. I can communicate with my group. I know my role in the group.	
PSHE Celebrating Difference	<u>Different cultures</u> I understand that cultural differences sometimes cause conflict I am aware of my own culture	<u>Racism</u> I understand what racism is I am aware of my attitude towards people from different races	<u>Rumours and name-calling</u> I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I’m part of one	<u>Types of bullying</u> I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	<u>Does money matter?</u> I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth	<u>Celebrating difference across the world</u> I can understand a different culture from my own I respect my own and other people’s cultures	
Computing Mrs Holmes Coding and Spreadsheets	Coding Simulating a physical system. Success criteria: •Children can explain how their program simulates a physical system, i.e. objects move at different speeds and angles. • Children can describe what they did to make their vehicle change angle. • Children can show that their vehicles move at different speeds.	Coding Introducing text variables. Success criteria: •Children can explain what a variable is in programming. •Children can set/change the variable values appropriately. •Children know some ways that text variables can be used in coding.	Coding Creating and improving a game. Success criteria: •Children can create a game which has a timer and score pad. •Children can use variables to control the objects in the game. •Children can create loops using the timer and If/else statements.	Coding Creating and improving a game. Success criteria: •Children can create a game which has a timer and score pad. •Children can use variables to control the objects in the game. •Children can create loops using the timer and If/else statements.	Coding Internet safety. Success criteria: •Children can explain what internet safety is. •Children can include two buttons that launch windows to two separate websites that provide further information in my program. •Children can use my coding knowledge to create a program that explains internet safety.	Spreadsheets Conversions of measurements. Success criteria: •Children can create a formula in a spreadsheet to convert m to cm. •Children can apply this to creating a spreadsheet that converts miles to km and vice versa.	
RE Why are some journeys and places special? (Mosque Visit 5/12/23) Islam, Christianity, Sikhism	<u>Lesson 1: Special Journeys for Christians</u> <u>To find out about important Christian places of pilgrimage and understand why these places are sacred.</u> Focus religion: Christianity Focus on: 1) Canterbury Cathedral 2) Sanctuary of Our Lady of Lourdes	<u>Lesson 2: Special Journeys for Muslims</u> <u>L.O: To understand what it is like to visit Makkah.</u> Focus religion: Islam 1) Which journeys are special to Muslims? - Hajj - Kaba Show a video clip and photos of the crowds in	<u>Lesson 3: Cross - Curricular English</u> Send a postcard home explaining your experience and your feelings when you saw the Kaaba for the first time.	<u>Lesson 4: Special Journeys for Sikhs</u> <u>L.O: To learn about the Golden Temple and its role in Sikh worship and ritual.</u> 1) Where is the Golden Temple? 2) Rituals in the Golden Temple.	<u>Lesson 5: Mosque Visit</u> <u>L.O: To understand the importance of places of worship in Islam.</u> <u>To ask and answer questions.</u> <u>To explore a series of artefacts and understand its value.</u>	<u>Lesson 6: Reflection</u> <u>What is my journey through life like? How is it going?</u> Stilling and reflection: Facilitate a mindfulness activity that uses silence and a focus on the breath to get pupils thinking about their own journey and the ways they make decisions when there is a ‘fork in the road’.	

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	<p>3) Church of Nativity</p> <p>Children to create a fact file:</p> <p>A) Name</p> <p>B) Location</p> <p>C) Why is it a sacred place for Christinas?</p>	<p>Makkah. How do you feel looking at the photos?</p> <p>Notice one person in the photo-what might they be thinking and feeling? What questions do the children have?</p> <p>2) What do muslims do on a pilgrimage? (Umrah)</p> <p>- Passing the Miqat in the state of Ihram, (Dress a child in Ihram and explain the importance of dress to the pilgrimage.)</p> <p>- Performing Tawaf of the Kaaba</p> <p>- Doing Sa'i of Mount Safa and Marwa</p> <p>- Carrying out Halq (shaving or shortening of the hair.</p> <p>3) Explain why Muslims go on Hajj. Mention the five pillars and the obligation of pilgrimage in Islam. Read the story of Abraham and Ishmail. Show the pupils a world map. Where is Makkah? How far away from the school is it? Pack a suitcase with the class, containing everything needed for the Hajj.</p>		<p>3) What might you expect to find inside the Golden Temple?</p> <p>Rituals</p> <p>Like other religions, Sikhs follow a ritual when entering the Golden Temple.</p> <div><div><p>Everyone must remove their shoes.</p></div><div><p>People have to cover their heads.</p></div><div><p>Everyone sits on floor to show they are equal before God.</p></div></div>		<p>If they are willing, children can share their 'guidebooks'.</p>	
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