Medium Term Planning Class: Year 5 Lionfish/Coral Term: Autumn 2

Our half term work has a History Focus		As Historians we will be answering these questions:
Learning challenge:	Why should Britain be ashamed of slavery?	LC1 – What was the slave trade and what was Britain's part in it? LC2 – What were the conditions like for enslaved people on the transportation ships? LC3 – What were slave auctions like and how did it feel to be enslaved? LC4 – How do we know about what life was like for enslaved people? LC5 – How did the slave trade end?
Wow moment	Suitcase Mystery	

As writers:	**As spellers:**	**As editors:**
We will be able to: • Write a biography about Harriet Tubman using a formal, factual style. • Organise a biography into paragraphs with appropriate subheadings. • Use chronological order and adverbials of time to sequence events. • Use relative clauses and parenthesis to add extra information. • Write a narrative setting description based on The Lost Jungle City. • Use expanded noun phrases and ambitious vocabulary to create vivid descriptions. • Use figurative language, including similes, metaphors and personification, to create atmosphere. • Use a range of sentence structures and fronted adverbials to engage the reader. **Key Knowledge**	We will be able to: • Recognise and spell words containing silent letters. • Identify and use modal verbs to express possibility, certainty and obligation. • Recognise and spell words ending in the suffix -ment. • Spell and use adverbs of possibility and frequency. • Learn and apply statutory Year 5/6 spellings. • Apply taught spelling rules accurately in independent writing. Key Knowledge: • Weeks 1–2: Silent letters, e.g. knowledge, solemn, doubt, castle, receipt. • Week 3: Modal verbs, e.g. could, might, must, should, would.	We will be able to: • Proofread our writing to identify and correct spelling, punctuation and grammatical errors. • Edit and improve vocabulary choices to create atmosphere and engage the reader. • Check that we have used the correct tense and maintained consistency throughout our writing. • Improve sentence structure using a range of conjunctions, relative clauses and adverbials. • Evaluate and improve our writing against the success criteria. • Edit our own and others' writing, offering constructive feedback. Key Knowledge: • Use commas, brackets and dashes to indicate parenthesis. • Recognise and correct errors in subject-verb agreement and tense. • Understand how paragraphs and cohesive devices organise writing.

• Understand the purpose, audience and organisational features of a biography. • Know how to write in the third person and past tense when recounting historical events. • Use brackets, dashes and commas to indicate parenthesis. • Understand how to organise information into cohesive paragraphs. • Know how to use sensory language to describe a setting. • Understand how precise vocabulary and figurative language create atmosphere and imagery. • Use appropriate punctuation and grammatical structures to improve writing.	• Week 4: Words ending in -ment, e.g. enjoyment, environment, government, equipment. • Week 5: Adverbs of possibility and frequency, e.g. definitely, frequently, inevitably, seldom. • Week 6: Year 5/6 statutory spellings, e.g. privilege, recommend, neighbour, vehicle, leisure.	• Select precise vocabulary appropriate to the purpose and audience. • Use proofreading strategies to check spelling, punctuation and grammar. • Understand the difference between editing for accuracy and improving writing for effect.
As Communicators:	**As scribes:**	**As readers:**
We will be able to: • Speak clearly and confidently, using appropriate tone, volume and expression. • Learn, rehearse and recite poetry collaboratively as a class. • Use intonation, rhythm, pace and expression to bring poetry to life. • Participate in discussions, listening carefully and responding thoughtfully to others. • Ask relevant questions to develop our understanding of Harriet Tubman's life and experiences.	We will be able to: • Develop a fluent, legible and consistent cursive handwriting style. • Form letters accurately, using the correct size, shape and orientation. • Join letters appropriately, recognising when letters should remain unjoined. • Maintain consistent spacing between letters and words. • Develop speed and fluency while maintaining neat presentation.	Class Text: Twitch by M. G. Leonard We will be able to: • Read and discuss Twitch, developing our understanding of characters, settings and key events. • Apply VIPERS reading skills through chapter-based comprehension questions. • Retrieve and record key information from the text. • Make inferences about characters' thoughts, feelings and motives, supporting answers with evidence.

• Orally rehearse descriptive language to create atmosphere in our setting descriptions. • Present information to an audience using appropriate formal language. Key Knowledge: • Understand how tone, pace, volume and expression enhance spoken language. • Know how rhythm, intonation and emphasis contribute to an effective poetry performance. • Understand the importance of listening, teamwork and timing when performing poetry as a class. • Use Standard English when presenting information formally. • Build on others' ideas and justify opinions with reasons. • Use ambitious vocabulary to communicate ideas effectively.	• Apply our handwriting skills consistently across all written work. Key Knowledge: • Know the correct formation and joins for lowercase letters. • Recognise which letters should not be joined, including letters such as y and g in our school's handwriting style. • Understand the importance of consistent letter height, spacing and alignment. • Know how to position letters correctly on the line, including ascenders and descenders. • Understand how correct posture, pencil grip and letter formation support fluent handwriting. • Take pride in the presentation of our work across the curriculum.	• Predict what might happen next using clues from the text. • Explore vocabulary in context and explain the meaning of unfamiliar words. • Summarise key events and identify the main ideas within chapters. • Use Reading Plus three times a week to develop reading fluency, comprehension and independence. Key Knowledge: • Understand and apply the six VIPERS reading skills: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. • Know how to use evidence from the text to justify answers. • Understand how authors develop characters, settings, atmosphere and suspense. • Recognise how vocabulary choices influence the reader. • Identify key themes and explain how characters develop throughout a story. • Understand how to answer a range of comprehension questions using full sentences and relevant evidence. • Develop reading fluency, stamina and comprehension through regular Reading Plus sessions, aiming for at least 80% accuracy.
As Mathematicians:	**As scientists:**	**As Artists:**
We will be able to: • Identify multiples, common multiples, factors and common factors of numbers.	We will be able to: • Identify and describe the eight planets in our Solar System.	We will be able to: • Explore how artists use portraits to express emotions, personality and identity.

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• Recognise prime numbers, square numbers and cube numbers. • Multiply and divide whole numbers by 10, 100 and 1,000. • Find equivalent fractions for unit and non-unit fractions. • Convert between improper fractions and mixed numbers. • Compare and order fractions less than and greater than one. • Add and subtract fractions with different denominators. • Add and subtract mixed numbers. • Apply mathematical knowledge to reasoning and problem-solving activities. Key Knowledge: • Understand the relationship between factors and multiples. • Know that prime numbers have exactly two factors. • Recall square and cube numbers and understand how they are calculated. • Understand how place value changes when multiplying and dividing by 10, 100 and 1,000. • Know that equivalent fractions represent the same value. • Understand the relationship between improper fractions and mixed numbers. • Know how to use common denominators to compare, order, add and subtract fractions.	• Explain how the Earth and other planets move around the Sun. • Describe the movement of the Moon in relation to the Earth. • Recognise that the Sun, Earth and Moon are approximately spherical bodies. • Use scientific models to explain the movement of the Earth, Sun and Moon. • Explain how the Earth's rotation causes day and night and the apparent movement of the Sun across the sky. • Explore how scientific ideas about the Solar System have changed over time. • Explain what global warming is and identify some of its causes. • Investigate the impact of global warming on living things and their habitats. • Research and discuss ways to reduce our impact on the environment. **Key Knowledge** Earth and Space • The Sun is a star at the centre of our Solar System, which contains eight planets. • The planets orbit the Sun, while the Moon orbits the Earth. • The Earth rotates on its axis approximately once every 24 hours, causing day and night. • The Earth takes approximately 365¼ days to complete one orbit of the Sun. • The Sun, Earth and Moon are approximately spherical in shape.	• Investigate how colour, line, shape and texture can communicate feelings. • Experiment with different painting and mixed-media techniques to create expressive effects. • Use sketchbooks to explore, develop and refine creative ideas. • Experiment with facial features, proportions and expressions to communicate emotions. • Combine drawing, painting and collage techniques to create an expressive portrait. • Make creative choices about colour, composition and materials. • Evaluate our own artwork and explain how artistic choices communicate meaning. Key Knowledge: • Understand that self-portraits can communicate an artist's identity, personality and experiences. • Know how artists such as Frida Kahlo and Chila Kumari Singh Burman use symbolism, imagery and words to represent identity. • Understand how colour, expressive brushstrokes and composition influence the meaning of artwork. • Know how words and phrases can be incorporated into portraits to communicate personality. • Understand that monoprinting is a printmaking technique used to create unique prints. • Know how layering and combining different media can add depth and visual interest. • Understand how sketchbooks support experimentation, reflection and artistic decision-making.

• Use mathematical vocabulary and representations to explain and justify answers.	• The Sun appears to move across the sky because the Earth rotates. • Scientific understanding of the Solar System has developed over time through observations and discoveries. Sustainability – Global Warming • Global warming is the gradual increase in the Earth's average temperature. • Greenhouse gases trap heat in the Earth's atmosphere. • Human activities, including burning fossil fuels and deforestation, contribute to global warming. • Global warming can cause melting ice caps, rising sea levels and changes in weather patterns. • Climate change can affect animals, plants, habitats and food chains. • Reducing energy consumption, using renewable energy and making sustainable choices can help limit global warming. **Working Scientifically** • Use scientific models and diagrams to explain the movement of celestial bodies. • Research scientific ideas using reliable secondary sources. • Recognise how scientific evidence can support or challenge explanations. • Present findings using appropriate scientific vocabulary.	• Recognise that artists make purposeful choices to communicate ideas and meaning.

	• Interpret information and evidence about global warming to draw conclusions.	
As Computer Programmers:	**As Theologians:**	**As Athletes:**
We will be able to: • Understand the purpose of databases and how they are used to organise information. • Search, sort and filter information within a database. • Create and use databases to answer questions and solve problems. • Design and create our own computer game using Purple Mash. • Plan a game with a clear objective, rules and instructions. • Create characters, backgrounds and interactive elements. • Develop different levels to increase the difficulty of a game. • Test, evaluate and improve our games using feedback from others. Key Knowledge: Databases • Understand that a database is an organised collection of information. • Know how records and fields are used to store data.	We will be able to: • Explore what Christians mean when they describe God as holy and loving. • Identify different Christian beliefs about the nature and characteristics of God. • Explain how Christians use the Bible to develop their understanding of God. • Explore how God is described in the Old and New Testaments. • Investigate how the prophet Isaiah describes God's holiness and power. • Explain how the letter 1 John describes God's love, kindness and forgiveness. • Make connections between Christian beliefs about God and the teachings of the Bible. Key Knowledge: • Understand that holy means morally pure, awesome and amazing. • Know that Christians believe God is loving, kind and forgiving. • Understand the meaning of omnipotent (all-powerful), omniscient (all-knowing) and omnipresent (everywhere). • Know that Christians believe God is eternal and exists outside time.	We will be able to: • Develop and perform gymnastic sequences using matching, mirroring and contrasting movements. • Demonstrate balance, control, coordination and flexibility when performing gymnastic movements. • Work collaboratively with a partner to create and refine sequences. • Apply dodging, throwing, catching and aiming skills during dodgeball games. • Develop agility, speed and spatial awareness to avoid opponents and make tactical decisions. • Demonstrate teamwork, communication and fair play during competitive games. • Develop confidence and competence in the water through weekly swimming lessons. • Improve swimming technique, stamina and water safety awareness. Key Knowledge: Gymnastics • Understand that matching involves performing the same movement, mirroring involves creating a reflection and contrast involves performing different movements. • Know how to link balances, rolls, jumps and travelling movements into controlled sequences.

• Understand how to search, sort and filter data to find specific information. • Recognise how databases are used in everyday life. Game Creator • Understand the importance of planning and designing a game before creating it. • Know how to use Purple Mash tools to create characters, backgrounds and game environments. • Understand how rules, obstacles and levels affect gameplay. • Know how to test and debug a game to improve its functionality. • Recognise the importance of evaluating and refining digital creations.	• Recognise that the Bible contains the Old Testament and New Testament. • Understand that the prophet Isaiah describes God as holy and powerful. • Know that 1 John describes God as loving and forgiving. • Understand that Christians believe Jesus came to Earth to restore the relationship between God and humanity following the Fall.	• Understand the importance of body tension, balance and safe landings. Dodgeball • Know the basic rules and tactics of dodgeball. • Understand how to use dodging, throwing and catching skills effectively. • Recognise the importance of teamwork, positioning and fair play. Swimming – National Curriculum • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively, such as front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations. • Understand the importance of water safety and recognising potential hazards.
As Citizens:	**As Musicians:**	**As Language Specialists:**
We will be able to: • Develop our understanding of mental health, wellbeing and emotional resilience through myHappymind Plus. • Recognise and manage our emotions, using strategies to support our wellbeing. • Understand the importance of positive relationships, kindness and respect.	We will be able to: • Listen to and appraise jazz music, identifying its key musical features. • Develop an understanding of rhythm, pulse and improvisation. • Perform simple jazz melodies using instruments and/or our voices. • Improvise using a limited range of notes within a jazz-style piece.	We will be able to: • Recognise, understand and say different times in Spanish. • Ask and answer simple questions about the time. • Recognise and name familiar places and buildings in a Spanish city. • Describe activities that take place at different times of the day.

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• Identify different forms of bullying, including prejudicial bullying and cyberbullying. • Explain how to recognise, report and respond safely to bullying. • Celebrate diversity and recognise the importance of equality and inclusion. • Explore the fundamental British Values and how they influence our everyday lives. • Understand the importance of respecting different beliefs, cultures and opinions. • Demonstrate kindness, empathy and responsibility within our school community. Key Knowledge: myHappymind Plus – PSHE • Understand how our brains influence our emotions, thoughts and behaviour. • Recognise the importance of positive relationships and healthy friendships. • Know strategies to support emotional regulation, resilience and wellbeing. • Understand the importance of seeking help and supporting others. Anti-Bullying Week • Know the difference between bullying and falling out with someone.	• Recognise and perform syncopated rhythms. • Develop our confidence in singing and performing as part of a group. • Learn, rehearse and perform a Christmas song as a class. • Use appropriate pitch, rhythm, diction and expression when singing. • Work collaboratively to create a polished musical performance. Key Knowledge: Charanga – Classroom Jazz 1 • Understand that jazz is a musical genre which often includes improvisation and syncopated rhythms. • Know that improvisation involves creating music spontaneously. • Recognise the difference between pulse and rhythm. • Understand how to use a limited range of notes to improvise and perform jazz melodies. • Identify musical elements such as tempo, dynamics, pitch and texture. • Recognise the importance of listening and responding to other musicians when performing. Christmas Performance	• Use familiar vocabulary to ask for and give simple information about a city. • Listen to and understand short spoken phrases about times and places. • Read and write simple Spanish sentences using familiar vocabulary. • Develop confidence in speaking Spanish through paired conversations and role-play. Key Knowledge: • Know how to ask the time using ¿Qué hora es? (What time is it?). • Understand how to tell the time using Es la una and Son las... • Recognise vocabulary for places in a city, such as la plaza (square), el parque (park) and el museo (museum). • Understand how to use a la una and a las... when describing when something happens. • Recognise familiar words and phrases when listening to spoken Spanish. • Understand that Spanish sentence structures and pronunciation can differ from English. • Know how to use familiar vocabulary to construct simple spoken and written sentences.

• Recognise different types of bullying, including verbal, physical, relational, online and prejudicial bullying. • Understand the impact bullying can have on others. • Know how to report bullying and take positive action as an upstander. British Values • Democracy: Understand the importance of having a voice and respecting others' opinions. • Rule of Law: Recognise why rules and laws keep people safe and promote fairness. • Individual Liberty: Understand our rights, responsibilities and freedom to make safe choices. • Mutual Respect and Tolerance: Respect people with different faiths, beliefs, backgrounds and lifestyles.	• Understand how pitch, tempo, dynamics and expression enhance a musical performance. • Know how to sing in time and maintain a steady pulse. • Recognise the importance of clear diction, accurate pitch and controlled breathing. • Understand how teamwork, rehearsal and listening contribute to a successful class performance.	