

Welcome to
Elder

Mr Burns
Mrs Jones

Medium Term Plan

The Medium Term Plan (MTP) is a resource for you to see what your child will be learning this term across the curriculum. At the beginning of each half-term, a new MTP will be uploaded to the website.

The overviews cover the knowledge and objectives that will be taught this half-term. These skills are then differentiated according to the children's abilities. Children are taught to their ability, not their year group to ensure that all children make progress.

Please find a preview of the MTP on the next slide. You can access the full document by [clicking here](#).

YEAR GROUP: 5/6 (Elder Class)		TERM: Autumn 1		Key Text:	The Nowhere Emporium by Ross MacKenzie
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Mystery Story: The Nowhere Emporium				
	Adventure stories: Elder Summer 1 Cycle B Adventure Stories: Maple Summer 2 Cycle B	Reading - Know root word to understand meanings of words. - Know root words, prefixes and suffixes can change the meaning of words. - Know the difference between a fact and an opinion. - Know how language structure and presentation contribute to meaning. Writing - Write grammatically correct sentences which include an appropriate relative clause. - Use modal verbs to show the degree of possibility within a sentence. - Write sentences including adverbs of time, place and number.	Reading - Discuss themes within texts and stories read. - Make inferences on characters based on their thoughts and actions. - Compare characters within and across texts. - Provide reasoned justifications for their views. - Make notes of events in chronological order. Writing - A relative clause is a type of subordinate clause that gives extra information about a noun. - A modal verb is used to show degrees of possibility. - An adverbial phrase is a group of words which modify a verb or a sentence.	Reading - To explore texts and deepen comprehension through small group discussion. - To infer thoughts, feelings and motives from characters actions in texts and film clips. - To provide reasoned justifications for their views. - To raise appropriate questions using a text. - To compare characters within and across texts. - To read and discuss texts presented in different ways. - To analyses the structure of poems. Writing	Novel Study: Elder Spring 2 Cycle A

	<ul style="list-style-type: none">- Include parenthesis in writing using correct punctuation.- Write effective and realistic dialogue using the correct punctuation. <p>Spelling</p> <ul style="list-style-type: none">- Know a range of words with the suffixes <u>-ious</u>, <u>-tious</u> and <u>-cious</u> and <u>-cial</u>.	<ul style="list-style-type: none">- Parenthesis is a way of adding information to a sentence using brackets, dashes or commas.- Commas and inverted commas are needed to show what is being said in dialogue. <p>Spelling</p> <ul style="list-style-type: none">- Words ending <u>-ious</u> have an /ee/ sound before the suffix.- Words ending <u>-tious</u> make a /shus/ sound at the end.- If the root words <u>ends</u> in <u>-ce</u> the sound is usually spelt <u>-cious</u>.- If the letter before the suffix is a vowel, add <u>-cial</u>.	<ul style="list-style-type: none">- To use relative clauses beginning with who, which, where, when, whose, that.- To Indicate degrees of possibility by using adverbs or modal verbs.- To link ideas across paragraphs using adverbials of time, place and number.- To use brackets, dashes or commas to indicate parenthesis.- To use the correct punctuation for dialogue. <p>Spelling</p> <ul style="list-style-type: none">- To spell words ending <u>-tious</u> and <u>-ious</u>- To spell words ending <u>-cious</u>.- To spell words ending <u>-cial</u>.	
Key Vocabulary	Dialogue, brackets, dashes, commas, adverbial, modal verb, relative clause, parenthesis, subordinate clause.		Deeper Learning	Children combine different grammatical structures to create more elaborate sentences with deeper meaning.
Hammer the Grammar / Balanced Argument				
Balanced Argument: Maple Class, Cycle B, Sprint 1	<p>Writing</p> <ul style="list-style-type: none">- Parenthesis is a word, phrase, or clause inserted into a sentence to add extra information, which is not essential to the main point of the sentence. The sentence would still make sense if the parenthesis were removed.- Brackets are used to insert additional information into a	<p>Writing</p> <ul style="list-style-type: none">- I can include parenthesis in my writing.- Structure arguments logically into introduction, for, against, and conclusion.- Select vocabulary carefully to influence tone and effect.- Use cohesive devices and adverbials purposefully to guide the reader.- Rephrase personal views into impersonal, neutral statements.	<p>Writing</p> <ul style="list-style-type: none">- Recap punctuation types and uses.- To use brackets, dashes and commas to show parenthesis.- To write reasons for and against a discussion question.- To use carefully chosen vocabulary to evoke an emotion.	Balanced Argument: Elder Class, Cycle B, Spring 1

Class Timetable

	8:50 - 9:00	9:00 - 10:00		10:00 - 10:45		10:45 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:00			
Monday	Registration	Reading	Spelling		Writing	Break	Maths	Lunch	Reading for Pleasure	History		Assembly	
Tuesday		Reading			Writing		Maths			P.S.H.E.	Art		
Wednesday		Assembly	English / Grammar				Maths			Science	P.E.		
Thursday		Assembly	Handwriting	Writing			Maths			P.E.	R.E.		
Friday		Assembly	Spellings	English			Maths			French	Computing		

P.E.

- ◆ Wednesday and Thursday afternoons.
- ◆ Most lessons will be outside (weather permitting)
- ◆ Please ensure P.E. kits are in school each week and the children have something warm to wear.
- ◆ A coat is essential as we will try and go outside even if the weather is against us.

Elder Expectations

◆ Effort

◆ Respect

◆ Presentation

◆ Independence / Responsibility

Reading

Children are encouraged to read as much as possible, in school and at home. Children take part in Whole Class Reading sessions each week with the class teacher. We also have a class novel which we read daily.

Children change their home reading books independently. The children are encouraged to change their books once they have read them and are **confident** reading them.

Planners will be checked every Friday. Reading should be recorded at least 3 times a week and is encouraged to be written independently.

Homework

Homework has been simplified this year and the Pick and Mix element has been removed.

Each week children will be expected to:-

- Read three times and record this in planners.
- Complete the spelling activity on Spelling Shed.
- Spend at least 5 minutes on TT Rockstars (Year 5) or complete the maths.co.uk challenge (Year 6).

There will also be an optional half-termly 'project' task for children to complete. This will be shared with parents and on the school website.

Completion of homework will be checked each week and, if children have not completed an element, they will be expected to complete it in homework club on Friday lunchtime.

Homework Website Links

Times Table Rockstars (Year 5)

<https://ttrockstars.com/login>

Spelling Shed

<https://www.spellingshed.com/en-gb/>

Maths.co.uk (Year 6)

<https://www.maths.co.uk/>

If your child needs help logging in to any of the above,
please see Mr Burns.

Elder Class

Autumn 1 Optional Project

As part of our learning in History, I would like you to act as a news reporter and create a newspaper front page about a particular Tudor event.

Which Tudor event could I choose?	What should I include?
<ul style="list-style-type: none"> - Henry VIII Marries Anne Boleyn (1533) - The excitement (and controversy!) of a new queen. - The Execution of Anne Boleyn (1536) - A dramatic headline story from the Tower of London. - The Spanish Armada Defeated (1588) - Elizabeth I's famous victory over Spain. - The Birth of Elizabeth I (1533) - A royal baby announcement with future importance. - The Death of Henry VIII (1547) - Reporting on the end of a powerful king's reign. 	<ul style="list-style-type: none"> - A catchy headline - big, bold and attention-grabbing! - The date - set it in Tudor times (e.g. 1533). - A short introduction - who, what, when, where (the main facts in 1-2 sentences). - Main article - more detail about what happened, written in the style of a reporter. - Quotes - what might people at the time have said? (e.g. "I can't believe the Armada was defeated!" said a London villager.) - A picture or drawing - could be a portrait, a ship, a crown, a Tudor house, etc. - Captions - short sentences underneath pictures to explain them.

Please complete your project by Wednesday 22nd October.

Spellings

- 10 spellings will be sent home each week.
- There will be games to play on Spelling Shed to help children learn these spellings.
- Children will be tested on these words each Friday.
- The first set of spellings was sent home last Friday (12th September)

New Curriculum Spelling List Years 5 and 6					
accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Maths Strategies

Children's written methods will be developed for all four operations covering column addition and subtraction, short and long multiplication (or the grid method) and short and long division (or chunking).

To find out more about the progression for mental and written calculations, please click this [link](#). Note: this will begin from the stage each child is currently at, with a view to using formal methods efficiently by the end of Y6.

If you have any questions or
require assistance with
anything, please get in touch by
contacting the school office.