

# **Welcome to** **Elder**

**Mr Burns**  
**Mrs Jones, Mrs Southworth,**  
**Miss Chester**

# 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.](#)



Coupe Green  
Primary School  
RECHTON

## 'Learning together, supporting each other'

| <b>YEAR GROUP:</b> 5/6 (Elder Class) |                                                                                                   | <b>TERM:</b> Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Key Text:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Kensuke's Kingdom by Michael Morpurgo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |
|--------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Subject                              | Prior Learning                                                                                    | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Future Learning                            |
| English                              | <b>Kensuke's Kingdom by Michael Morpurgo</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                            |
|                                      | <p>Adventure stories: Elder Summer 2 Cycle A</p> <p>Adventure Stories: Maple Spring 1 Cycle A</p> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Know root word to understand meanings of words.</li> <li>- Know root words, prefixes and suffixes can change the meaning of words.</li> <li>- Know the difference between a fact and an opinion.</li> <li>- Know how language structure and presentation contribute to meaning.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- An independent clause is a group of words that can stand alone as a complete sentence.</li> <li>- A colon is used to introduce a list, particularly after a complete sentence (e.g., "You need to bring the following items: a pencil, a notebook, and a ruler").</li> <li>- A preposition is a word that shows the relationship between a noun (or pronoun) and other words in a sentence, often indicating location, direction, or time (e.g., "on," "in," "by").</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Discuss themes within texts and stories read.</li> <li>- Make inferences on characters based on their thoughts and actions.</li> <li>- Compare characters within and across texts.</li> <li>- Provide reasoned justifications for their views.</li> <li>- Make notes of events in chronological order.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To know that when the list items themselves contain commas, semi-colons are used to clearly separate each item.</li> <li>- Pupils can identify prepositions by finding words that indicate where or when something is in relation to something else.</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- To explore texts and deepen comprehension through small group discussion.</li> <li>- To infer thoughts, feelings and motives from characters actions in texts and film clips.</li> <li>- To provide reasoned justifications for their views.</li> <li>- To raise appropriate questions using a text.</li> <li>- To compare characters within and across texts.</li> <li>- To read and discuss texts presented in different ways.</li> <li>- To analyse the structure of poems.</li> </ul> <p><b>Writing</b></p> | <p>Novel Study: Elder Spring 2 Cycle B</p> |

# Vocabulary

|                                                         |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      |
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|                                                         | Vocabulary                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      |
| Maths                                                   | <ul style="list-style-type: none"><li>- Place Value</li><li>- Addition and Subtraction</li><li>- Multiplication and Division</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Select the files to the right for more detailed guidance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Aut 1 Place Value</u><br><u>Aut 1 Add and Subtract</u><br><u>Aut 1 Multiplication and Division</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                      |
| Science<br>(Living Things: Classifying Big and Small 6) | What makes one living thing different from another?                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      |
|                                                         | How are living things connected to each other and their environment?<br>(Ash Class: Summer 1: Cycle B)                                 | <ul style="list-style-type: none"><li>- Living things can be classified into increasingly specific groups according to their shared characteristics. Carl Linnaeus developed a systematic approach to classification and naming organisms, which forms the basis of modern classification.</li><li>- Vertebrates are animals with a backbone. Fish, amphibians and reptiles are groups of vertebrates with distinctive characteristics.</li><li>- Birds and mammals are warm-blooded vertebrates. Birds have feathers and lay hard-shelled eggs, while mammals have fur or hair and produce milk to feed their young.</li><li>- Invertebrates are animals without a backbone. Groups include worms, snails, spiders and insects, which can be distinguished by characteristics such as body structure, number of legs and segmentation.</li><li>- Plants can be classified into groups including flowering plants, ferns, mosses and conifers. These groups can be distinguished by</li></ul> | <ul style="list-style-type: none"><li>- I can observe similarities and differences between organisms and use these characteristics to explain why scientists classify living things into groups.</li><li>- I can use a branching classification key, answering questions about observable characteristics to identify and classify vertebrates.</li><li>- I can use evidence from observable characteristics to distinguish between vertebrate groups and use a branching key to classify an unfamiliar animal.</li><li>- I can select relevant characteristics and use a classification key to identify and classify invertebrates.</li><li>- I can construct and use a classification key, choosing useful questions based on observable characteristics to progressively separate organisms into smaller groups.</li><li>- I can observe, compare and group micro-organisms according to their characteristics and use</li></ul> | <ul style="list-style-type: none"><li>- To understand how Carl Linnaeus developed a system for classifying and naming living things.</li><li>- To identify and compare the characteristics of fish, amphibians and reptiles and use these characteristics to classify them.</li><li>- To identify and compare the characteristics of birds and mammals and use these characteristics to classify them.</li><li>- To identify, compare and classify different groups of invertebrates using their characteristics.</li><li>- To describe how plants can be grouped according to their shared characteristics and classify plants using a key.</li><li>- To understand what micro-organisms are and classify them according to their characteristics.</li></ul> | Further study into classification at KS3 and beyond. |

# Class Timetable

|           | 8:50<br>-<br>9:00 | 9:00 - 10:00      |             | 10:00 - 10:45 |         | 10:45<br>-<br>11:00 | 11:00 - 12:00 | 12:00<br>- 1:00 | 1:00 - 2:00 |  | 2:00 - 3:00 |                      |                        |      |           |  |
|-----------|-------------------|-------------------|-------------|---------------|---------|---------------------|---------------|-----------------|-------------|--|-------------|----------------------|------------------------|------|-----------|--|
| Monday    | Registration      | Reading<br>VIPERS |             | Spelling      |         | Writing             |               | Break           | Maths       |  | Lunch       | Reading for Pleasure | Geography              |      | Assembly  |  |
| Tuesday   |                   | Reading           |             |               | Writing |                     |               |                 | Maths       |  |             |                      | P.E.<br>(Coach Dan)    |      |           |  |
| Wednesday |                   | Assembly          | Handwriting | Writing       |         |                     | Maths         |                 | Science     |  |             |                      | French                 |      |           |  |
| Thursday  |                   | Assembly          | Reading     |               | Writing |                     |               |                 | Maths       |  |             |                      | Art                    |      | R.E.      |  |
| Friday    |                   | Assembly          | Spellings   |               | Grammar |                     |               |                 | Maths       |  |             |                      | Behaviour<br>Curriculu | PSHE | Computing |  |

# P.E.

- ◆ All Tuesday afternoon.
- ◆ Coach Dan will be taking the PE lessons this year for Elder
- ◆ 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

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/>

Children have all the login details in their planners but if your child needs help logging in to any of the above, please see Mr Burns.

# Elder Class

## Autumn 1 Project

As part of our learning in Science, I would like you to complete a project to showcase all that we have learned about classification and answer our Key Question:

**How can living things be classified according to their characteristics?**

### Some Ideas to Inspire You

- Create a classification poster showing different groups of living things.
- Make a 3D model, booklet or fact file about one group of organisms.
- Create your own branching key to identify animals or plants.
- Research Carl Linnaeus and create a biography or timeline of his work.
- Build a model zoo, aquarium or nature reserve with labelled classification groups.

### Key Vocabulary to Include

Classification, characteristics, organism, Carl Linnaeus, taxonomy, species, genus, vertebrate, invertebrate, fish, amphibian, reptile, bird, mammal, micro-organism, bacteria, fungi, virus, plant, flowering plant, non-flowering plant, arthropod, mollusc

Please complete your project and bring it into school to share by  
Wednesday 21st October 2026.

# 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 (4th 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.