

## Gatley Primary School Year 5 Medium Term Plan: Autumn Can We Learn From Conflict?



|  |   | Week 1  | Week 2   | Week 3   | Week 4  | Week 5   | Week 6   | Week 7  |  |
|--|---|---|--|--|---|--|--|---|--|
| Α  | utumn 1   | W.C 06.09.21  | W.C 13.09.21   | W.C 20.09.21   | W.C 27.09.21  | W.C 04.10.21   | W.C 11.10.21   | W.C 18.10.21  |  |
|  |   |   |  | En   | glish   |  |  |   |  |
|  | Class Text  |   |  | LII  | Goodnight Mr Tom  |  |  |   |  |
| Powerful Knowledge<br>Concept and detail |   | Writing:<br>Inspiration<br>What does an<br>effective learner<br>look like?  | Baselining of reading & grammar  | Reading: Vocabulary and Language Focus on how meaning is enhanced through choice of words or phrases               | <b>Grammar:</b> How to use grammatical devices to persuade  | Writing: Purpose and Audience Writing a letter of persuasion to somebody about our new key skill     | Reading:<br>Retrieval<br>Retrieving key<br>details from fiction<br>texts | Grammar/Writing Relative Clauses: who, which, whose, whom, that   |  |
|  |   |   |  | N  | laths   |  |  |   |  |
| Powerful Knowledge<br>Concept and detail |   | Place Value:<br>Reading, writing,<br>ordering and<br>comparing numbers  | Baselining of<br>Arithmetic and<br>Reasoning   | Number:<br>Rounding<br>numbers up to<br>one million  | Calculation: Addition of numbers with up to six digits  | Calculation: Subtraction of numbers with up to seven digits  | Making<br>Connections:<br>Statistics                                     | Number:<br>Solve number<br>problems and<br>practical problems   |  |
|  | 0   |   |  |  | opic  |  |  |   |  |
|  | Question<br>Driving<br>Learning                     |   |  | ea could we introd<br>learning environm  |   | What would it be like if people had the same opinion?  |  |   |  |
| ၁  | Subject<br>Discipline                               | PSHE  | PSHE   | Drama  | Drama   | PSHE   | PSHE   | Art   |  |
| Main Topic                               | Powerful<br>Knowledge<br>Concept and<br>detail      | Managing Challenges Change: Describe our feelings towards a new school year and our hopes for what we want to achieve   | Managing Transition Uniqueness: Consider the contributions I can make to our class this year and the role I can play in mine and my peers' success.                      | Creation Performance What would our key skills area look like in practice?   | Creation Performance What would our key skills area look like in practice?  | Exploring Values<br>and Attitudes  | Exploring Values<br>and Attitudes  | Responding: Evaluate how successful the journey of improvement has been and compare it to their initial aim and idea. |  |
|  | Subject<br>Discipline                               | PSHE  | PSHE   | RSHE<br>(Computing)  | RSHE (Computing)  | RSHE (Computing)   | Computing  | Computing   |  |
| Minor Topic                              | Powerful<br>Knowledge<br>Concept and<br>detail      | Exploring Values and Attitudes Discussing our key skill areas and discussing what they are and what each one comprises  | Exploring Values and Attitudes Discussing how our key skill areas support our independence and their similarities and differences- as well as our attitudes towards them | Internet Safety How can I be safe online?  | Internet Safety<br>How can I be safe<br>online?   | Internet Safety How can I be safe online?  | Statistics<br>Conducting<br>research                                     | Statistics<br>Conducting<br>research  |  |
|  | Subject<br>Discipline                               | PSHE  | PSHE   | Music  | Music   | Music  | MFL  | MFL   |  |
| Additional topic                         | Progression of<br>Skills<br>Statement and<br>detail | Managing Transition Work collaboratively to present an overview of our key skill areas and consider how would differ from certain learning experiences of the last year | Managing Transition Reflect on our key skill areas and consider how we could incorporate an additional skill into our learning areas                                     | Listening & Evaluating Listen to a piece of music and identify instrumentation, texture, dynamics, pitch and tempo | Listening & Evaluating Compare the same song by different artists and compare instrumentation, texture, dynamics, pitch and tempo | Listening & Evaluating Discuss why a composer may have used certain elements within a piece of music | Listening & Speaking: Spanish Introducing basic greetings                | Listening & Speaking: Spanish Introducing basic greetings and conversation al language                                |  |
|  |   |   |  |  | PE  |  |  |   |  |
|  | Outdoor   | Swimming  | Swimming   | Swimming   | Swimming  | Swimming   | Swimming   | Swimming  |  |
|  | Indoor  | Circuit training  | Circuit training   | Circuit training   | Circuit training  | Circuit training   | Circuit training   | Circuit training  |  |



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|--|---|--|--|---|--|---|--|---|--|--|--|
|  | utumn 2   | W.C 01.11.21   | W.C 08.11.21   | W.C 15.11.21  | W.C 22.11.21   | W.C 29.11.21  | W.C 06.12.21   | W.C 13.12.21  |  |  |  |
|  |   | English  |  |   |  |   |  |   |  |  |  |
|  | Class Text  |  |  | Goodnight M   |  |   |  |   |  |  |  |
| Powerful Knowledge<br>Concept and detail |   | <b>Reading:</b> Inference and Deduction                              | Grammar: Brackets, dashes and commas for parenthesis   | Writing: Structure and Content. Writing in the past tense to recount a series of events   | Reading: Predict what might happen from details stated and implied   | Grammar:<br>Linking ideas across<br>paragraphs using a<br>range of adverbials | Assessment Week  | Writing: Inspiration. Write an alternative chapter ending   |  |  |  |
|  |   |  |  |   |  |   |  |   |  |  |  |
| Powerful Knowledge<br>Concept and detail |   | Number:<br>Place Value for<br>decimals up to 3<br>d.p.               | Calculation:<br>Multiply and divide<br>by 10, 100 and 1000   | Making Connections: Solve problems involving the calculation and conversion of units of measure.  | Number: Identify multiples and factors, including finding all factor pairs, and common factors   | Calculation:<br>Multiply a 4 digit<br>number by up to 2<br>digits             | Assessment Week  | Making Connections: Calculate and compare the area of rectangles  |  |  |  |
|  |   |  |  | То  | pic  |   |  |   |  |  |  |
|  | Question<br>Driving<br>Learning                     | What makes a war?  |  |   | What made a successful empire?   |   | Do we need forgiveness?  |   |  |  |  |
| U  | Subject<br>Discipline                               | History  | History  | History   | History  | History   | PSHE   | PSHE  |  |  |  |
| Main Topic                               | Powerful<br>Knowledge<br>Concept and<br>detail      | Chronology:<br>Use a timeline to<br>order significant<br>events      | Analysing Sources: Understands how our knowledge of the past is constructed from a range of sources that are used rigorously to make historical claims | Enquiry and Exploration: Use a variety of sources of information, including historical artefacts, diaries, anecdotal evidence and historical data to pose historically valid questions. | Conceptual Knowledge: Can explain significant events and aspects of history understanding their diversity and their impact upon future events. | Legacy: Explore how events in the past have shaped the present time           | Exploring Values and Attitudes: What does this time of year mean to you, and what do people consider to be of most importance? | Awareness of Relationships: Why might relationships be affected at this time of the year and can we do something about it |  |  |  |
| ပ  | Subject<br>Discipline                               | Computing  | Computing  | Computing   | Computing  | Computing   | Computing  | Computing   |  |  |  |
| Minor Topic                              | Powerful<br>Knowledge<br>Concept and<br>detail      | Designing &<br>Evaluating  | Designing &<br>Evaluating  | Designing &<br>Evaluating   | Applying<br>Technology   | Applying<br>Technology  | Applying<br>Technology   | Applying<br>Technology  |  |  |  |
| Additional topic                         | Subject<br>Discipline                               | MFL  | MFL  | MFL   | Drama  | Drama   | Music  | Music   |  |  |  |
|  | Progression of<br>Skills<br>Statement and<br>detail | Listening &<br>Speaking:<br>Spanish<br>Introducing family<br>members | Listening & Speaking: Spanish Introduction to numbers 1-20   | Listening & Speaking: Spanish Introduction to familiar nouns  | Rehearsal:<br>Practise for Year 5<br>production  | Rehearsal:<br>Practise for Year 5<br>production                               | Theoretical Understanding: Recognise and understand the difference between simple time signatures such as 2/4 ¾ and 4/4        | Theoretical Understanding: Recognise and understand the difference between simple time signatures such as 2/4 ¾ and 4/4   |  |  |  |
|  |   |  |  | Р   | E  |   |  |   |  |  |  |
| Outdoor                                  |   | Swimming   | Swimming   | Swimming  | Swimming   | Swimming  | Swimming   | Swimming  |  |  |  |
| Indoor                                   |   | Developing Tactics<br>& Strategies                                   | Developing Tactics<br>& Strategies   | Developing Tactics & Strategies   | Developing Tactics<br>& Strategies   | Developing Tactics<br>& Strategies  | Developing Tactics<br>& Strategies   | Developing Tactics<br>& Strategies  |  |  |  |



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