

Kingsteignton School Medium Term Plan

Autumn 1 Year 5

Autumn 1 2024	Week 1 (05/09/24)	Week 2 (9/09/24)	Week 3 (16/09/24)	Week 4 (23/09/24)	Week 5 (30/9/24)	Week 6 (7/10/24)	Week 7 (14/10/24)	Week 8 (21/10/24)
English	Biography Women in Science L1: Elicitation task	L2: Can I learn and discuss the text? L3: Can I learn about one Women in Science? L4: Can I write a speech as one of the Women in Science? L5: Can I explain how biographies are structured?	L6: Can I use multiclause sentences which include adverbial phrases to convey information concisely? L7: Can I use a range of punctuation to create multi- clause sentences? L8: Can I use the passive voice and technical vocabulary to create a more formal, scientific voice? L9: Can I use a range of punctuation accurately to convey a lot of information succinctly?	Recount Everest L1: Elicitation task Biography L10: Can I plan my big write? L11: Can I complete a shared write? L12: Can I write a biography?	L13: Can I write a biography? Recount Everest L2: Can I share and discuss my initial responses to Hillary and Tenzing? L3: Can I research about Hillary/Tenzing's Everest expedition? L4: Can I create a presentation on part 2?	L5: Can I read and discuss part 3? L6: Can I write a front page story for Tuesday 2nd June? L7: Can I create a timeline of the most significant human events for either Hillary or Tenzing? L8: Can I find examples of cohesion and use it in my writing?	L9: Can I explore how adverbials create tension? L10: Can I explore verb forms? L11: Can I find and use modal verbs? L12: Can I complete a shared write?	Extended story Tear Thief L1: Elicitation task Recount L13: Can I plan my recount of the moon landing? L14: Can I write recount of the moon landing? L15: Can I edit and improve my recount of the moon landing?
Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading

	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading	Whole Class Guided Reading
Maths	Place Value (3 weeks) Start of Unit S1: Can I explore Roman numerals to 1000?	S2: Can I represent numbers to 10,000? S3: Can I represent numbers to 100,000? S4: Can I represent numbers to 1,000,000? S5: Can I read and write numbers to 1,000,000? S6: Can I find the power of 10?	S7: Can I find 10, 100, 1000, 10,000 or 100,000 more or less than a number? S8: Can I partition numbers to a million? S9: Can I use a number line to 1,000,000? S10: Can I compare and order numbers to 100,000? S11: Can I compare and order numbers to 1,000,000?	S12: Can I round to the nearest 10, 100 or 1000? S13: Can I round within 100,000? S14: Can I round within 1,000,000? End of Unit & Start of unit Addition and Subtraction (2 weeks) S1: Can I use mental strategies to find the sum and difference?	S2: Can I add whole numbers with more than 4 digits? S3: Can I subtract whole numbers with more than 4 digits? S4: Can I round to check answers? S5: Can I use inverse operations? S6: Can I answer multi-step addition and subtractions problems?	S7: Can I compare calculations? S8: Can I find missing numbers? End of unit Start of unit Multiplication and division (3 weeks) S1: Can I find common multiples? S2: Can I explore factors?	S3: Can I find common factors? S4: Can I identify prime factors of numbers? S5: Can I find square numbers? S6: Can I find cube numbers? S7: Can I multiply by 10, 100 and 1,000?	S8: Can I divide by 10, 100 and 1,000? S9: Can I find multiples of 10, 100 and 1,000? End of topic Elicitation Consolidation
Cross- curricular Maths		Roman Numerals (Y4)		Science – measurement length & time	Science – measurement length & time			
Science		Forces Elicitation task Step 1: Friction	Step 2: Air resistance Step 3: Plan parachute experiment	Step 4: Investigate parachute experiment Step 5: Evaluate parachute experiment	Step 6: Plan water resistance Step 7: Investigate water resistance	Step 8: Explore gravity Step 9: Use small forces for greater effects	Assessment Space Elicitation task Step 1: The solar system	
History	How did Britain change between the end of the Roman occupation and 1066? Elicitation task	Can I understand who were the Anglo- Saxons and why they invaded Britain?		Can I describe the lives of Vikings?		Can I explain why the Vikings have a reputation for being fierce raiders?		C4 Can I summarise the impact of Anglo- Saxons and Viking on our lives today?
Geograph y	What are the main features of South America? Elicitation task C1 Features of South America		C2 Physical and human features of Brazil		C3 Research & fact file of chosen country		C4 Time zones	

Art	Exploring Still Life Painting, drawing, collage, sketchbook work Explore the impact of composition, colour, line and shape through the work of Paul Cezanne.		Compare and contrast still life art created by modern artists and 16 th century Dutch and Flemish artists.		Create a still life scene and photograph it. Start to sketch out the scene.		Finish sketching and then start to paint the scene.	
DT	Mechanisms- Pulleys and Gears Focus: Design	Explore a range of existing products to generate ideas		Select materials, components and kits according to their function with support		Generate a range of design ideas		Use annotated drawings/diagrams to communicate ideas
PE		Handball	Handball	Handball	Handball	Handball	Handball	Handball
PE		Dance	Dance	Dance	Dance	Dance	Dance	Dance
PSHE Rights Respectin g		BEING ME IN MY WORLD – Who am I and how do I fit? My year ahead	Being a citizen of my country	Responsibilities	Rewards and consequences	Our learning charter	Owning our learning charter	
RE	Unit 31 What does if Christians believe God is holy and loving? (God)	L1 What words do Christians connect to their idea of God?		L2 What does the Bible say God is like?		L3 How can ideas of God be expressed in art?		L4 How do some Christians respond to a holy and loving God?
Computin g E-Safety		Unit 5.2 Online Safety W1 Responsibilities and support when online	W2 Protecting privacy		W3 Citing sources		Unit 5.8 Word processing W1 Making a document	
French	Clothes	10 nouns and articles for clothing	11 new items of clothing	Introduce 'I wear'	Describing clothes colour	Possessive adjective 'my'	Revise and consolidate	assessment
Music			Violins with Specialist teacher	Violins with Specialist teacher	Violins with Specialist teacher	Violins with Specialist teacher	Violins with Specialist teacher	Violins with Specialist teacher