



# Kingsteignton School Medium Term Plan

## Autumn 1 Year 5

Autumn 1 2024	Week 1 (05/09/24)	Week 2 (09/09/24)	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)
<b>English</b>	<p><b>Biography</b> Women in Science L1: Elicitation task</p>	<p>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?</p>	<p>L6: Can I use multi-clause 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?</p>	<p><b>Recount</b> Everest L1: Elicitation task</p> <p><b>Biography</b> L10: Can I plan my big write? L11: Can I complete a shared write? L12: Can I write a biography?</p>	<p>L13: Can I write a biography?</p> <p><b>Recount</b> 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?</p>	<p>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?</p>	<p>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?</p>	<p><b>Extended story</b> Tear Thief L1: Elicitation task</p> <p><b>Recount</b> 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?</p>

<b>Guided Reading</b>	Guided Reading Whole Class Guided Reading	Guided Reading Whole Class Guided Reading	Guided Reading Whole Class Guided Reading	Guided Reading Whole Class Guided Reading	Guided Reading Whole Class Guided Reading	Guided Reading Whole Class Guided Reading	Guided Reading Whole Class Guided Reading	Guided Reading Whole Class Guided Reading
<b>Maths</b>	<b>Place Value (3 weeks)</b> <b>Start of Unit</b> 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? <b>End of Unit &amp; Start of unit</b> <b>Addition and Subtraction (2 weeks)</b> 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? <b>End of unit</b> <b>Start of unit</b> <b>Multiplication and division (3 weeks)</b> 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? <b>End of topic Elicitation</b>  Consolidation
<b>Cross-curricular Maths</b>		Roman Numerals (Y4)		Science – measurement length & time	Science – measurement length & time			
<b>Science</b>		<b>Forces Elicitation task</b> 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	<b>Assessment Space Elicitation task</b> Step 1: The solar system	
<b>History</b>	<b>How did Britain change between the end of the Roman occupation and 1066?</b>	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

	Elicitation task							on our lives today?
<b>Geography</b>	<b>What are the main features of South America?</b> Elicitation task C1 Features of South America		C2 Physical and human features of Brazil		C3 Research & fact file of chosen country		C4 Time zones	
<b>Art</b>	<b>Exploring Still Life</b> 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 <sup>th</sup> 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.	
<b>DT</b>	<b>Mechanisms- Pulleys and Gears</b> 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
<b>PE</b>		Handball  Dance	Handball  Dance	Handball  Dance	Handball  Dance	Handball  Dance	Handball  Dance	Handball  Dance
<b>PSHE Rights Respecting</b>		<b>BEING ME IN MY WORLD – Who am I and how do I fit?</b> My year ahead	Being a citizen of my country	Responsibilities	Rewards and consequences	Our learning charter	Owning our learning charter	
<b>RE</b>	Unit 31 What does if Christians believe							

