



Medium Term Plan (Year 5, Autumn 2)

Term: Off With Her Head

Intended Outcome of Topic:

Children will have a wider understanding of the Tudor period and will understand how some of the choices made by Henry VIII have had impact on the modern day. Children will feel confident in talking about the Tudor period, being able to list off the names of the Tudor Monarchs and how they were related, and will be able to make comparisons between crimes and punishments of the Tudor era and the modern day.

Memorable experience:

Lion King Trip

SMSC Links:

ENGLISH

understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears (e.g. in myth and legend, parable, biography, poetry and song)
explore stories which tell of the triumph of the human spirit 'against the odds' and which illustrate spiritual qualities such as love, compassion and altruism explore occasions in stories and plays when characters have to make moral choices
explore moral themes in stories (e.g. good over evil, weak over strong, wise over foolish)
hear and write stories where there are two sides to an argument
reflect on the underlying values, beliefs and attitudes that motivate characters
learn about language variation in English and how language relates to national, regional and cultural identities
explore folk tales and traditional stories from different cultures

MATHS

appreciate the underlying mathematical principles behind some of the beautiful natural forms and patterns in the world around us appreciate that for the ancient Greeks, mathematics was the supreme form of knowledge, believed to hold the key to the secrets of the universe
engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
consider the implications of reducing human beings to mere numbers or percentages (e.g. in statistics)

SMSC continued:

SCIENCE

experience the wonder of new life
appreciate the inter-connectedness of everything
appreciate the inter-dependence of different organisms (e.g. symbiotic relationships)
reflect on and wonder at the order, regularity and pattern in the natural and physical world appreciate how the subject of ICT embodies aspects of the human spirit: our drive to share and communicate through the invention of new technologies, and our capacity to use
the incomprehensible vastness of the universe and the variety of life forms within it

GEOGRAPHY

respond to dramatic environments, both physical and human, such as photographs of the world from space
consider the moral and practical issues of pollution, conservation and the sustainability of our environment
reflect on similarities and differences among peoples in near and distant parts of the world
find out about contrasting localities in Britain and the wider world

ART

reflect on their own emotional responses to works of art
reflect on meanings, issues and values expressed in art, developing understanding and respect for differences in beliefs and values contained in the art of different traditions

RE

develop awareness of the human quest to make sense of the world and the human predicament and to seek meaning and purpose in life
learn about the beliefs and practices of Christianity and other major world religions
learn from religion and evaluate the truth claims made by Christians and other religious believers

COMPUTING

respond with a sense of awe and wonder to humankind's technological achievements
wonder at what a small computer can do
reflect on how people the world over are linked through the world wide web

Subject	Week beginning: (4 th Nov)	Week beginning (11 th Nov)	Week beginning (18 th Nov)	Week beginning (25 th Nov)	Week beginning (2 nd Dec)	Week beginning (9 th Dec)	Week beginning (16 th Dec)
English	Genre: Non Chronological Reports Text: The Tudors: rich and poor Phase of writing: planning and research Focus: features of a non chronological report Grammar: opposition and reinforcing/in addition	Genre: Non Chronological Reports Text: The Tudors: rich and poor Phase of writing: use planning to write up report Focus: to write a non chronological report Grammar: opposition and reinforcing/in addition	Genre: Biography Text: The Tudors- Henry VIII Phase of writing: planning and research Focus: features of a biography Grammar: relative clauses for parenthesis	ASSESSMENT WEEK: NFER TEST PAPERS READING ARITHMETIC REASONING PAPER 1 REASONING PAPER 2	Genre: Biography Text: The Tudors- Henry VIII Phase of writing: use planning to write a biography of Henry VIII Focus: apply features of biography to their writing Grammar: time connectives to build cohesion	Genre: Diary Text: Sir Francis Drake Phase of writing: identify features of a diary Focus: identify features and plan diary Grammar: emotive language	Genre: Diary Text: Sir Francis Drake Phase of writing: use planning to write a diary Focus: apply features and language to diary entry Grammar: fronted adverbials, figurative language, adjectives, past tense

Spelling	Adding -ing as a suffix and rules surrounding it Adding -y as a suffix Adding -ful as a suffix What we know about the c sound- pictures of ‘k’ sound like cat, carrot, crown, caravan, curtain What we know about the c sound- pictures of ‘s’ sound like, city, centre, century, celery, celebrate	Continue with c sound as ‘sh’ with picture such as special, chef, champagne, machine, parachute. Mention ‘access’ gives an x sound. Hard c and soft c sounds Create words starting with c followed by an a. This will be a hard c. Create words starting with c followed by an i. This will be a hard c. Create words starting with a c followed by an e- hard or soft?	Create words starting with a c followed by an o- hard or soft? Create words starting with a c followed by an u- hard or soft? Words that contain ce, ci make a ‘sh’ sound like ocean, special, suspicious but doesn’t work for cinema Collect words ca, cu, co what sound do they make?	Look at suffixes -cian and cious. What sound does the ci make? Practise spelling ci words Practise spelling ce words Practise spelling cy words	Practise spelling ca words Practise spelling co words I before e except after c-does this rule always work? -weird, their, ceiling, neighbour, receive, believe, receipt, height. Dictate two sentences for children to write	Which c words have you found difficult to spell? Practice on your whiteboard. What is a prefix and how can it change the meaning of a word? Look at un, dis and mis Write two sentences using the words behave and misbehave. How does this change the meaning? Look at other prefixes such as anti, non and de. Look and investigate the prefix ir	Introduce and investigate the prefix il Introduce and investigate the prefix in Introduce and investigate the prefix im. Orally rehearse examples and change them to opposite meanings. Collect words with ir, il, im and in- use pictures for children to identify Match prefixes to the root word
Reading	Text: DK Find Out Tudors Text Type: Non-fiction Defining unfamiliar vocabulary, reading with fluency and expression, synonyms, retrieving answers from a text and making inferences.	Text: DK Find Out Tudors Text Type: Non-fiction Defining unfamiliar vocabulary, reading with fluency and expression, synonyms, retrieving answers from a text and making inferences.	Text: DK Find Out Tudors Text Type: Non-fiction Defining unfamiliar vocabulary, reading with fluency and expression, synonyms, retrieving answers from a text and making inferences.	Text: DK Find Out Tudors Text Type: Non-fiction Defining unfamiliar vocabulary, reading with fluency and expression, synonyms, retrieving answers from a text and making inferences.	Text: DK Find Out Tudors Text Type: Non-fiction Defining unfamiliar vocabulary, reading with fluency and expression, synonyms, retrieving answers from a text and making inferences.	Text: DK Find Out Tudors Text Type: Non-fiction Defining unfamiliar vocabulary, reading with fluency and expression, synonyms, retrieving answers from a text and making inferences.	Text: DK Find Out Tudors Text Type: Non-fiction Defining unfamiliar vocabulary, reading with fluency and expression, synonyms, retrieving answers from a text and making inferences.
Maths	Multiplication and division Multiplying and dividing by 10, 100, 1000 and 10,000 including multiples. Scheme: White Rose	Fractions Unit and non-unit fractions and equivalent fractions. Scheme: White Rose	Fractions Converting, comparing and ordering fractions. Scheme: White Rose	Fractions Converting, comparing and ordering fractions. Scheme: White Rose	Fractions Adding and subtracting fractions. Scheme: White Rose	Fractions Adding and subtracting fractions. Scheme: White Rose	Fractions Adding and subtracting fractions. Scheme: White Rose
Science	Developing Experts Living Things and Their Habitats Understand the life processes of a plant	Developing Experts Living Things and Their Habitats Understand the life cycles of Mammals	Developing Experts Living Things and Their Habitats Compare the life cycles of insects and amphibians	Developing Experts Living Things and Their Habitats Understand the life cycle of birds and reptiles	Developing Experts Living Things and Their Habitats Know about the life and work of Jane Goodall and David Attenborough	Developing Experts Living Things and Their Habitats Research and present the life cycle of a creature	Developing Experts Living Things and Their Habitats Assessment paper
Computing	Unit: Mars Rover 1 To identify how and why data is collected from space. Scheme: Kapow	Unit: Mars Rover 1 To read and calculate numbers using binary code. Scheme: Kapow	Unit: Mars Rover 1 To identify the computer architecture of the Mars Rovers. Scheme: Kapow	Unit: Mars Rover 1 To use simple operations to calculate bit patterns. Scheme: Kapow	Unit: Mars Rover 1 To represent binary as text. Scheme: Kapow	Unit: Online Safety To be aware of the positive and negative aspects of online communication. Scheme: Kapow	

Geography							
History	How did the Tudors come into power?	Who were the Tudors?	Why was Henry VIII so significant?	Who were Henry VIII wives and what happened to them?	What was the significance of exploration during the Tudor period	What was the Tudor crime and punishment like and how does it compare to modern era?	Tudor Quiz
Art & Design	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Plan and design a Tudor purse	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Cut fabric and sew two pieces together	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Use string to sew around edge to create a pull cord to tighten purse	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Sew buttons onto purse	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Sew beads onto purse	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Finish sewing items onto purse	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Evaluation of design and final product
Design Technology							
Religious Education							
PE	Swimming Tag Rugby Scheme: PE Planning	Swimming Tag Rugby Scheme: PE Planning	Swimming Tag Rugby Scheme: PE Planning	Swimming Tag Rugby Scheme: PE Planning	Swimming Tag Rugby Scheme: PE Planning	Swimming Tag Rugby Scheme: PE Planning	Swimming Tag Rugby Scheme: PE Planning
CPSHE	Unit: Celebrating Difference WE ARE LEARNING TO: understand that cultural differences sometimes cause conflict. Scheme: Jigsaw	Unit: Celebrating Difference WE ARE LEARNING TO: understand what racism is. Scheme: Jigsaw	Unit: Celebrating Difference WE ARE LEARNING TO: understand how rumour-spreading and name-calling can be bullying behaviours. Scheme: Jigsaw	Unit: Celebrating Difference WE ARE LEARNING TO: explain the difference between direct and indirect types of bullying. Scheme: Jigsaw	Unit: Celebrating Difference WE ARE LEARNING TO: compare my life with people in the developing world. Scheme: Jigsaw	Unit: Celebrating Difference WE ARE LEARNING TO: enjoy the experience of a culture other than my own. Scheme: Jigsaw	
Music	Unit: Musical Theatre The history of musical theatre. Scheme: Kapow	Unit: Musical Theatre Identifying the difference between character and action songs. Scheme: Kapow	Unit: Musical Theatre Creating a musical theatre scene. Scheme: Kapow	Unit: Musical Theatre Creating a musical theatre scene. Scheme: Kapow	Unit: Musical Theatre Rehearsing our own musical. Scheme: Kapow	Unit: Musical Theatre Rehearsing our own musical. Scheme: Kapow	Unit: Musical Theatre Performing our own musical. Scheme: Kapow
Languages (Spanish)							
Other Details e.g. visits		Egyptian Showcase Lion King Trip		Teledyne (E2V) Morning			

