



Medium Term Plan: Pharaohs

Year Group: 5

Term: Autumn 1

Intended Outcome of Topic: For children to learn about the history from other parts of the world.

Memorable experience: DT Day – Creation of Egyptian pharaohs masks/Egyptian-inspired performance

SMSC Links:

English:

- represent, explore and reflect on their own and others' inner life in {story, poetry,] drama and the discussion of texts and ideas
- give expression to personal thoughts, beliefs and feelings through speaking and writing
- connect and empathise with characters in stories and plays
- experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word
- give expression to personal views and opinions through speaking and writing
- recognise and discuss 'good' and 'bad' characters in stories and plays - and characters with both 'good' and 'bad' characteristics
- collaborate with others to write stories or poems
- hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)
- use factual texts which reflect the multicultural nature of Britain

Maths:

- engage in increasingly challenging problem solving activities, persevere to overcome difficulties an experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
- develop understanding of ways in which statistics can be used to misrepresent or mislead
- see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
- solve mathematical problems in collaboration with others
- explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)
- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics

Science:

- See the need to draw conclusions using observation and evidence rather than preconception or prejudice.
- Reflect on and wonder at the order, regularity and pattern in the natural and physical world, the incomprehensible.
- vastness of the universe and the variety of life forms within
- Recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence.

HISTORY

- appreciate the achievements of past societies (e.g. the pyramids, cathedrals, illuminated manuscripts
- consider the lives, writings and influence of inspirational figures from the past
- appreciate the tremendous influence of religion on human societies past and present
- recognise that actions have consequences by considering the results of events and decisions
- consider different political structures (e.g. democratic, autocratic, hierarchical)
- learn how our present society has been shaped by the past.

RELIGIOUS EDUCATION

- 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
- learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
- learn about similarities and differences regarding the moral stances of different religions
- explore moral issues through a range of religious stories, including the parables of Jesus
- develop understanding and respect for those holding views, beliefs and values different from their own
- appreciate how our society is enriched by a variety of religions and cultures
- explore Christian and other religious teachings on relationships and the family
- develop their understanding of the multifaith, multicultural nature of contemporary Britain
- appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe

PHYSICAL EDUCATION

- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
- enjoy and know the quality of stillness
- gain a sense of fair play based on rules and the conventions of activities
- develop positive sporting behaviour
- develop social skills in activities involving co-operation and collaboration

Subject	Week beginning: 05.09.22	Week beginning 12.09.22	Week beginning 19.09.22	Week beginning 26.09.22	Week beginning 03.10.22	Week beginning 10.10.22	Week beginning 17.10.22
English	Genre: Narrative Text/ Film: Tadeo Jones Literacy Shed Phase of writing: Reading, writing and editing Focus: Investigation and Reading Grammar: Identifying basic word classes [nouns, verbs, adjectives, adverbs] Ranging adjectives by using synonyms.	Genre: Suspense and Mystery Narrative Text: Secrets of a Sun King Phase of writing: Reading and Planning Focus: Children explore features of a Narrative and how to build suspense Grammar: Identifying basic word classes [nouns, verbs, adjectives, adverbs] Ranging adjectives by using synonyms. Descriptions of character and setting [use of adjectives, adverbs and verbs] Prepositional phrases [where objects are in relation to something else.]	Genre: Suspense and Mystery Narrative Text: Secrets of a Sun King Phase of writing: Planning and Writing Focus: Plan out a narrative upon where they will time travel to Egypt. Main focus on the transition between one place and another. Grammar: Writing in first person and in the past tense [using past tense verbs] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] Devices to build cohesion within a paragraph [subordinating and coordinating conjunctions – FANBOYS and ISAWAWABUB]	Genre: Suspense and Mystery Narrative Text: Secrets of a Sun King Phase of writing: Speaking and listening, writing. Focus: Children to spend time writing out their narrative story, including the suspense of discovery in ancient tombs. Grammar: Writing in first person and in the past tense [using past tense verbs] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] Devices to build cohesion within a paragraph [subordinating and	Genre: Non-Fiction: Recount (Instructions) Mummifying process Text: Secrets of a Sun King Phase of writing: Reading, text-type introduction and speaking and listening. Focus: Children will identify the features of a recount text to understand that text type. They will then paired plan and paired write a recount. Grammar: I can describe characters and settings. I can use expanded noun phrases and prepositional phrases. I can use cohesive devices. I can change formality, using carefully selected verbs.	Genre: Non-Fiction: Recount (Instructions) Mummifying process Text: Secrets of a Sun King Phase of writing: Planning, writing and editing. Focus: Children will identify the features of a recount text to understand that text type. They will then paired plan and paired write a recount. Grammar: I can describe characters and settings. I can use expanded noun phrases and prepositional phrases. I can use cohesive devices. I can change formality, using carefully selected verbs. I can use a range of high-level punctuation.	• Genre: Poetry

			Prepositional phrases [where objects are in relation to something else.]	coordinating conjunctions – FANBOYS and ISAWAWABUB] Prepositional phrases [where objects are in relation to something else.]	I can use a range of high-level punctuation.		
Spelling		To spell unstressed vowels in polysyllabic words. Introduction questionnaire on spelling Share examples of polysyllabic words with unstressed vowel sounds – what do they have in common? Review syllables from Y4. Polysyllabic – multiple syllables.	To spell unstressed vowels in polysyllabic words. Focus on vowels and link to phonics. How many sounds can vowels create? Do they change? Highlight vowels found in range of polysyllabic words. Which are unstressed? Does an accent have impact on whether the unstressed vowels are noticeable?	To spell unstressed vowels in polysyllabic words. Spell-speak for polysyllabic words. Word families. Words within words ‘a rat’ in separate.	To spell unstressed vowels in polysyllabic words. Prefixes and suffixes within polysyllabic words – do these make the unstressed vowel sound easier to identify? Identify unstressed vowels in everyday vocabulary (days of week/classroom items etc.)	To spell unstressed vowels in polysyllabic words. Identify polysyllabic words out of list with unstressed vowels – practice spelling using strategies. Dictation of sentences containing words- can we spell them?	To spell unstressed vowels in polysyllabic words. Explore topic words – any polysyllabic words? Any unstressed vowels? Introduce new polysyllabic words with unstressed vowels – using strategies taught, are children able to spell these correctly?
Reading	Text: Secrets of a Sun King by Emma Carroll Focus: Retrieval, Inference, Summarising, Prediction, Author’s Intent, Comparison	Text: Secrets of a Sun King by Emma Carroll Focus: Retrieval, Inference, Summarising, Prediction, Author’s Intent, Comparison	Text: Secrets of a Sun King by Emma Carroll Focus: Retrieval, Inference, Summarising, Prediction, Author’s Intent, Comparison	Text: Secrets of a Sun King by Emma Carroll Focus: Retrieval, Inference, Summarising, Prediction, Author’s Intent, Comparison	Text: Secrets of a Sun King by Emma Carroll Focus: Retrieval, Inference, Summarising, Prediction, Author’s Intent, Comparison	Text: Secrets of a Sun King by Emma Carroll Focus: Retrieval, Inference, Summarising, Prediction, Author’s Intent, Comparison	Text: Secrets of a Sun King by Emma Carroll Focus: Retrieval, Inference, Summarising, Prediction, Author’s Intent, Comparison
Maths	Unit: Place Value Identifying digits (1000s, 100s, 10s, 1s) Numbers up to 10,000. Scheme: White Rose	Unit: Place Value Rounding to the nearest 10, 100 and 1000. Identifying numbers to 100,000. Compare numbers up to 100,000. Scheme: White Rose	Unit: Place Value Order numbers up to 100,000. Round numbers within 100,000. Identifying numbers up to 1 million. Counting in 10s, 100s, 1000s, 10,000s, 100,000s. Round numbers to 1 million. Scheme: White Rose	Unit: Place Value Negative numbers. Roman numerals up to 1000. Unit: Addition and Subtraction Add 2 4-digit numbers with 1 exchange. Add 2 4-digit numbers with more than 1 exchange. Add whole numbers with more than 4 digits (column method) Scheme: White Rose	Unit: Addition and Subtraction Subtract two 4-digit numbers with 1 exchange. Subtract 2 4-digit numbers with 1 exchange. Subtract 2 4-digit numbers with more than 1 exchange. Subtract whole numbers with more than 4 digits (column method) Round to estimate and approximate. Scheme: White Rose	Unit: Addition and Subtraction Inverse operations Multi-step addition and subtraction problems. Unit: Statistics Interpret charts Comparison, sum and difference Scheme: White Rose	Unit: Statistics Introduce line graphs Read and interpret line graphs Use line graphs to solve problems Draw line graphs Scheme: White Rose
Science	Unit: Properties of Materials To explore what tests can be used to ascertain the properties of materials. Scheme: Developing Experts	Unit: Properties of Materials To know a range of ways in which properties of materials can be tested. Scheme: Developing Experts	Unit: Properties of Materials To investigate the properties of sand and its structural abilities in different forms. Scheme: Developing Experts	Unit: Properties of Materials To understand how crude oil is used to make everyday objects. Scheme: Developing Experts	Unit: Properties of Materials To understand that synthetic materials are made from natural resources. Scheme: Developing Experts	Unit: Properties of Materials To explore the thermal conductivity of materials. Scheme: Developing Experts	Unit: Properties of Materials End of unit assessment Scheme: Developing Experts

Computing	Programming - Selection in Quizzes	Programming - Selection in Quizzes	Programming - Selection in Quizzes	Programming - Selection in Quizzes	Programming - Selection in Quizzes	Programming - Selection in Quizzes	Programming - Selection in Quizzes
Geography							
History	Who were the Ancient Egyptians and how do we know about them?	Who were the Egyptian pharaohs and why were they important?	How did religion play a part in the culture of the Ancient Egyptians?	Why was mummification, and the afterlife, so important to the Egyptians?	Why was the Egyptian landscape so important to the Ancient Egyptians?	What was daily life like for the Ancient Egyptians?	How has Egypt changed over time?
Art & Design							
Design Technology							
Religious Education							
PE	Basketball Football	Basketball Football	Basketball Football	Basketball Football	Basketball Football	Basketball Football	Basketball Football
CPHSE	CPSHE session held around returning to school – hopes and dreams for Y5 as well as worries and fears. Positive affirmations for the year.	Unit: Being Me In My World To know what I value most about my school and can identify my hopes for this school year. Scheme: Jigsaw	Unit: Being Me In My World To empathise with people in this country whose lives are different to my own. Scheme: Jigsaw	Unit: Being Me In My World To empathise with people in this country whose lives are different to my own. Scheme: Jigsaw	Unit: Being Me In My World To understand that my actions affect me and others. Scheme: Jigsaw	Unit: Being Me In My World To understand how individual behaviour can impact on a group. Scheme: Jigsaw	Unit: Being Me In My World To understand the benefits of a learning charter in our school community. Scheme: Jigsaw
Music	Music Technology – How does music bring us together?	Music Technology – How does music bring us together?	Music Technology – How does music bring us together?	Music Technology – How does music bring us together?	Music Technology – How does music bring us together?	Music Technology – How does music bring us together?	Music Technology – How does music bring us together?
German (Mrs Lees)							
Other Details e.g. visits						Egyptian Showcase	