



Stratford upon Avon Primary Planning – Medium Term








Year 5:

Autumn Term 2021 – 1st half

Lesson/Date	Week 1 30 th August	Week 2 6 th September	Week 3 13 th September	Week 4 20 th September	Week 5 27 th September	Week 6 4 th October	Week 7 11 th October	Week 8 18 th October
Visits/Visitors/ Other Info	INSET – 2 nd Sept INSET – 3 rd Sept	6 th - Children in 9 th – Place2Be staff meeting	13 th – JIGSAW assembly 15 th Meet the Teacher 2:45 18 TH - mid tern plans / homework on websites	20 th -HSBC Training SEND Provision checks		4 th -Pupil progress meeting 10am	Poetry week? Assessment week IEP to Tab	20 th - TP- Assembly/, what's in the news
Spellings and GPS	SPELLINGS FOCUS Spellings taken from The Spelling Shed – 1 Spelling pattern per week Some pupils will have specific spellings taken from their books for an area of focus:							
		Spelling rule: Words ending in '-ious.'	Spelling rule: Words ending in '-cious.' If the root word ends in –ce the sound is usually spelled '-cious.'	Spelling rule: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.	Spelling rule: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.	Spelling rule: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.	Spelling rule: Challenge words	Spelling rule: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
	GPS FOCUS							
		Sentences - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentences -Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might should, will, must]	Text -Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Text - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Punctuation - Brackets, dashes or commas to indicate parenthesis	Punctuation - Use of commas to clarify meaning or avoid ambiguity	Word - Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]

English	<p>Text title: The Many Worlds of Albie Bright</p> <p>What we'll build</p> <p>Writing focus/ purpose:</p> <p>Writing to entertain/inform</p>	<p>Writing focus/ purpose:</p> <p>Chapter 1</p> <p>Wrap book in paper – explore what the front cover might look like. What could the title of this book be?</p> <p>Vipers</p> <p>What we we'll build</p>	<p>Writing focus/ purpose:</p> <p>Chapter 2 and 3</p> <p>Writing to entertain- character description.</p> <p>Writing in role following creating a role on the wall for Albie.</p> <p>Vipers</p> <p>Book talk to explore themes/ characters and connections.</p>	<p>Writing focus/ purpose:</p> <p>Chapter 4</p> <p>Writing to inform: Letter</p> <p>writing a letter to Albie from Grandad. How does he feel about events?</p> <p>Vipers</p> <p>Shades of meaning to explore feelings and use ambitious vocabulary for highest impact.</p> <p>Chapter 5 and 6 by the end of the week</p>	<p>Writing focus/ purpose:</p> <p>Chapter 7</p> <p>Writing to inform: Newspaper report.</p> <p>Good Albie V Bad Albie.</p> <p>Vipers</p> <p>Travelling into a parallel universe. Conscience alley.</p> <p>Book talk to explore themes/ characters and connections.</p> <p>Chapter 8 and 9 by the end of week</p>	<p>Writing focus/ purpose:</p> <p>Chapter 9</p> <p>Writing to entertain: ending chapter Conscience alley – should Albie help Wesley?</p> <p>Read to the end of page 105 – children to write the ending of the chapter.</p> <p>Vipers</p> <p>Book talk to explore themes/ characters and connections.</p> <p>Chapter 10 and 11 by the end of week</p>	<p>Writing focus/ purpose:</p> <p>Chapter 12 and 13</p> <p>Writing to entertain: Poetry</p> <p>Cosmic Space poems this week, linked to class text and topic work.</p> <p>Vipers</p> <p>Pupil performances – performance poetry</p> <p>Chapter 14 by the end of week</p>	<p>Writing focus/ purpose:</p> <p>Chapter, 15, 16 and 17</p> <p>Writing to persuade</p> <p>Vipers</p> <p>Writing Amazon book reviews to submit.</p>
		<p>Unit: Number: Place Value</p> <p>-1000s,100s,10s and 1s</p> <p>-Numbers to 10,000</p> <p>-Rounding to the nearest 10</p> <p>-Rounding to the nearest 100</p> <p>-Rounding to the nearest10, 100 and 1000</p>	<p>Unit: Number: Place Value</p> <p>-Numbers to 1000,000</p> <p>-Compare and order numbers to 100.000</p> <p>-Round numbers within 100,000</p> <p>-Numbers to a million</p> <p>-Counting in 10s,100s,10000s,10,000s and 100,000</p>	<p>Unit: Number: Place Value</p> <p>-Compare and order number to one million</p> <p>-Round numbers to one million</p> <p>-Negative numbers</p> <p>-Roman numeral</p> <p>-Mini - assessment</p>	<p>Unit: Number: Addition and Subtraction</p> <p>-Add two 4-digit numbers-one exchange</p> <p>-Add two 4-digit numbers- more than one exchange</p> <p>-Add whole numbers with more than 4 digits</p> <p>-Subtract two 4-digit numbers- one exchange</p> <p>-Subtract two 4-digit numbers- one exchange</p>	<p>Unit: Number: Addition and Subtraction</p> <p>-Subtract whole number with more than 4-digits</p> <p>-Round to estimate and approximate</p> <p>-Inverse operations (addition and subtraction)</p> <p>-Multi-step addition and subtraction patterns</p> <p>-Mini - assessment</p>	<p>Unit: Statistics</p> <p>-Interpret charts</p> <p>-comparisons, sums and difference</p> <p>-Introduce line graphs</p> <p>-Read and interpret line graphs</p> <p>-Draw line graphs</p>	<p>Unit: Statistics</p> <p>-Use line graphs to solve problems</p> <p>-Read and interpret tables</p> <p>--Two-way tables</p> <p>- Mini-assessment</p>

Science	Science focus:	Welcome to the Planets: -Topic Page -Name the eight planets of the solar system - Mnemonics -propose questions for further research	Describing the movement of the Earth, and other planets, relative to the Sun in the solar system <i>by learning the order of the planets and how they move in the solar system.</i>	Describe the key forces responsible for the planets being spherical	Describing the movement of the Earth, and other planets, relative to the Sun in the solar system <i>by examining the geocentric and heliocentric theories.</i>	Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky <i>by predicting night and day in different places on Earth.</i>	Describing the movement of the Moon relative to the Earth <i>by explaining how the Moon orbits the Earth.</i>	-What are stars and constellations? -Define a star and examine their different life stages. -Explore the names and shapes of some of the most famous constellations.
ART/D & T		ART Solar System by Plan and design our diorama - Respect for our classroom -what planets do we and in what order are we displaying them? -What is it going to look like? -What materials and tools do we need?	ART Solar System Diorama: -Use paint and paint the universe background in your boxes- attention to detail. -look at how to create shadows -Look at how to create texture	ART Solar System Chesley Bonestell -Examine the work of Chesley Bonestell -Create your 3D planets for your Diorama	ART Solar System Chesley Bonestell -Using pastels create shadows and texture in your diorama. -Add the planets.	D & T Moon Buggies: Plan and Design a moon buggy -What materials - would you need? -What equipment do you need to make it? -What would it look like?	D & T Moon Buggies: Make the buggy frame -Are the materials practical? -What features can you add? -Evaluate if your structure and discuss what went well and what didn't.	D & T Moon Buggies: Decorate the Buggy -What material are you covering your buggy in. -Explain why you have chosen these materials -Take a photo of your design and self-evaluate
Topic		Topic: History- discovery of a planet -Topic Page -Pupil voice- What we know and what we would like to know.	Topic: History- discovery of a planet -What is a universe and how was it made? -Who discovered the first planets?	Topic: History- discovery of a planet -The Big Bang -Timeline of discovered planets	Topic: History- discovery of a planet The cosmic creation of our solar system	Topic: History- discovery of a planet Stargazers -Galileo (1564-1642)	Topic: History- discovery of a planet -Star formation -Life cycle of a star	Topic: History- discovery of a planet -Star Constellations -Names of Stars
PE		Tuesday Games: Hockey- practice basic skills with confidence and accuracy- dribbling and control Friday Games: Hockey - practice basic skills with confidence and accuracy- dribbling and control	Tuesday Games: Hockey- practice technics in passing a ball Friday Games: Hockey – receiving and running with a ball	Tuesday Games: Hockey- attacking and defending skills Friday Games: Hockey - Rules and positions, apply new skills learnt in a hockey match	Tuesday Games: Hockey- refining skills and working as a team Friday Games: Tennis - Importance of having good ABC's in tennis, how to hold a tennis racket	Tuesday Games: Tennis- How we change direction of ball and importance of ABC's - What is the forehand (f/h) and backhand (b/h) side? Friday Games: Tennis - To be able to play a forehand shot	Tuesday Games: Tennis- What is the ready position? Why do we use this in tennis? To be able to play a backhand shot Friday Games: Tennis- To be able to play a tennis serve	Tuesday Games: Tennis - To be able to apply all skills learnt in a tennis match Friday Games: Tennis - To be able to apply all skills learnt in a tennis match

Music-Charanga		Charanga: Livin' on a Pray step 1 -warm up games -listen and appraise, Livin' on a pray -learn words	Charanga: Livin' on a Pray step 2 -warm up games -listen and appraise, we will rock you -play your instrument -sing	Charanga: Livin' on a Pray step 3 -warm up games -listen and appraise, smoke on the water -improvise with the song	Charanga: Livin' on a Pray step 4 -warm up -listen and appraise, rocking all over the world -learn the sing version of the song	Charanga: Livin' on a Pray step 5 -warm up games -listen and appraise, Johnny be good - Learn the sign version of the song	Charanga: Livin' on a Pray step 6 -warm up games -listen and appraise, I saw here standing there -Learn the sign version of the song	Video the children singing their final performance- put on E-schools
RE Taken from the Warwickshire SACRE		Unit: Believing- Why do some people believe God exists? Big Question- What do different people believe about God? Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.		Unit: Believing- Why do some people believe God exists? Big Question- Who is Christian, Muslim/Jewish and what do they believe? Give two reason why a Christian believes in God and one why an atheist does not.		Unit: Believing- Why do some people believe God exists? Big Question- Do we need to prove God's existence? Creator of Bible stories v Science Big Bang Theory		Unit: Believing- What would Jesus do? Big Question- Why is Jesus' inspiring to some people? Express thoughtful ideas about the impact of believing or not believing in god on someone's life.
PSHE-Jigsaw			Unit: Being me in my world -Feeling welcome and valued -Identifying goals for the year		Unit: Being me in my world -Choices, consequences and rewards -Children's universal rights		Unit: Being me in my world -Anti-social behaviour -role-modelling	
MFL		Numbers 1-20 -Count form 1-20 in French -French counting song -How may do I have? -Number rule 20 and upwards	Days of the week -What day is it game - French day of the week song	Months of the Year -When is your Birthday? - Seasons -French month song	Basic Greetings -Hello and Goodbye -How are you -Please and thankyou -like and don't like	Basic Clothes and accessories -I am wearing? -Describe what others are wearing -clothes in French	Basic Colours -French colour names -Use colours to describe singular nouns	Basic Food -name foods -say what I like and don't like