

Medium Term Plan – Autumn 2 – Year 5

Core Text: *A Monster Calls*

Topic: Peasants, Princes and Pestilence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths Teaching and Learning	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph</p>	<p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p>	<p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p>	<p>NFER Assessment</p>	<p>Multiply and divide numbers mentally drawing upon known facts</p>	<p>Solve problems involving converting between units of time.</p> <p>Complete, read and interpret information in tables, including timetables.</p>
Text Type	Narrative	Narrative	Narrative	Narrative	Informal letter	Informal letter	Informal letter
T4W Stage	Imitation	Imitation	Innovation	Invention	Imitation	Innovation	Invention
Grammar and Punctuation (Active English)	Comma to separate clauses	Commas to separate clauses	Subordinating conjunctions – unless and until	Modality	Conjunctive adverbs	Paragraphing	Commas to separate clauses
Spelling	Unit 4	Unit 4	Unit 5	Unit 5	Unit 6	Unit 6	Unit 7
Terminology (technical vocabulary)	Narrative, opening, build up, dilemma, reaction, resolution, coda	Narrative, opening, build up, dilemma, reaction, resolution, coda	Narrative, opening, build up, dilemma, reaction, resolution, coda	Narrative, opening, build up, dilemma, reaction, resolution, coda	Letter, formal, informal, colloquial, language, recipient, sender	Letter, formal, informal, colloquial, language, recipient, sender	Letter, formal, informal, colloquial, language, recipient, sender

Greater Depth SC	I can use commas to separate a variety of different clauses.	can use commas to separate a variety of different clauses, including relative clauses.	I can join clauses in various ways (not always using a subordinating conjunction).	I can use modal verbs in conjunction with adverbs of possibility in order to intensify certainty.	I can use a range of cohesive devices to enhance the impact of my text.	I can use different sized paragraphs for effect.	I can use other pieces of punctuation to separate clauses.
SEND SC	I can use commas to separate items in a list.	I can use commas to separate items in a list.	I can use because, if, when and as to join main clauses to subordinate clauses.	I can use 'will' and 'might' to show certainty.	I can use sequencing conjunctive adverbs from a word mat.	I can use a guide to plan where paragraphs should begin and end.	I can use commas to separate items in a list.
Handwriting	See spelling Unit 4	See spelling Unit 4	See spelling Unit 5	See spelling Unit 5	See spelling Unit 6	See spelling Unit 6	See spelling Unit 7
Rainbow Grammar (where appropriate)		Subordination	Speech				
Reading	<p>To understand how to create a prediction based on evidence (2e)</p> <p>To develop the skill of making inferences about Conor and his mother (2d)</p> <p>To understand how to select and sort information about Conor's mother (2b)</p>	<p>To develop the skill of locating relevant character information (2b)</p> <p>To develop the skill of supporting inferences with evidence (2d)</p> <p>To understand how to summarise multiple chapters (2c)</p>	<p>To develop the skill of analysing Ness' intentions when using figurative language (2g)</p> <p>To understand the impact figurative language has on a reader (2g)</p> <p>To understand how to infer the emotions of Conor (2d)</p>	<p>To know how to use a dictionary to check the meaning of words (2a)</p> <p>To understand how to record and present information about Grandma (2b)</p> <p>To develop the skill of retrieving supporting statements from a text (2d)</p>	<p>To understand how to use implications to create inference (2d)</p> <p>To know how to find the meaning of words in context (2b)</p> <p>To develop the skill of summarising for clarity (2c)</p>	<p>To develop the skill of evidencing inferences about Conor (2d)</p> <p>To develop the skill of connecting common themes in texts (2h)</p> <p>To develop the skill of connecting features in texts (2h)</p>	Informed by NFER assessments



<p>Cross-curricular Writing Opportunities</p>	<p>Maths: Extended reasoning and problem solving Science: Extended explanation text of animal gestation History: What makes a medieval knight?/Flagellant diary Geography: Newspaper report about the spread of the Black Death DT: Evaluation of medieval feast RE: Is the Christmas story true?</p>						
<p>Science objectives</p> <p>Working Scientifically A1, A7, A8 Animals, including humans C1</p>					<p>Changes in animals</p> <p>To understand the term 'gestation' (C1, A1, A7)</p> <p>To understand the changes that occur when humans develop into old age (C1, A8)</p>		
<p>History objectives</p> <p>Black Death A1 B2, C1, D1, E3</p>	<p>Medieval Britain</p> <p>To develop the skill of devising historically valid questions. (A1)</p> <p>To know how to use a variety of sources to create a chronology of events. (B1)</p>	<p>Medieval Britain</p> <p>To develop the skill of creating a chronology of events. (B1)</p> <p>To understand how our knowledge of the past is constructed from a range of sources. (C1)</p>		<p>Medieval Britain</p> <p>To know how to use historical sources of information to identify cause and sequence of events. (D1)</p> <p>To understand the roles, responsibilities and characteristics of a medieval knight. (E3)</p>			



Geography objectives Global spread of Black Death Human/physical factors influencing spread B2			The Spread of the Plague To understand how the human and physical characteristics of a location can impact cause and change. (B2)				
Religious Education objectives Christianity – Christmas A2, B2, C2							Christmas To understand how stories can be considered true to different people in different ways. (A2) To know the Christian belief that Jesus was the Incarnation of God. (B2) To understand how to express an opinion on whether the Christmas story is true. (C2)
Art objectives							

<p>Design and Technology objectives</p> <p>Medieval gingerbread B1, B2, C1, C3, D1, D3</p>						<p>Medieval Gingerbread</p> <p>To know how to prepare and create a Medieval recipe. (B1, B2, C1, C3)</p> <p>To develop the skill of evaluating a recipe (D1, D3)</p>	
<p>PSHE objectives</p>	<p>To understand strategies to deal with face-to-face bullying and online bullying</p>	<p>To know and describe different groups that make up our school</p>	<p>To know two harmful effects of smoking/drinking alcohol</p>	<p>To understand which situations are risky</p>	<p>To understand what appropriate touch is</p>	<p>To understand the norms around smoking</p>	<p>To know how to stay safe over Christmas</p>
<p>Computing objectives</p> <p>Communication and Collaboration D1, D2, D3</p>	<p>To understand computer networks including the internet and begin understanding internal networks (D1)</p>	<p>To understand computer networks including the internet and begin understanding internal networks (D1)</p>	<p>To understand how the internet can provide multiple services including communication (D2)</p>	<p>To understand how the internet can provide multiple services including communication (D2)</p>	<p>To know how to check information retrieved from the internet or via online communication (D3)</p>	<p>To know how to check information retrieved from the internet or via online communication (D3)</p>	<p>To know how to check information retrieved from the internet or via online communication (D3)</p>
<p>Music objectives A4, A5, B1, C2, D3, D4</p> <p>Keeping healthy Musical focus: Beat Cross-curricular link: PE</p>	<p>To know how to explore beat at different tempo. (B1)</p>	<p>To understand how to sing syncopated melodies. (D3)</p>	<p>To know how to accompany a song with sung and played drones. (C2)</p>	<p>To know how to create accompaniments for a song. (A4)</p>	<p>To understand how to perform songs with syncopated rhythms. (D4)</p>	<p>To know how to arrange a complete performance of music and songs. (A5)</p>	