



## Year 5 Medium Term Plan Autumn 1 – Victorian Era

	Week 1 W/B 11 Sept	Week 2 W/B 18 Sept	Week 3 W/B 25 Sept	Week 4 W/B 2 Oct	Week 5 W/B 9 Oct	Week 6 W/B 16 Oct
<b>Events / Info</b>	Leadership program begins	Leadership program	Visiting Sikh: Q & A 5PA assembly 28.9.23		The Ragged Museum	Maths Week
<b>English Street Child</b>	<i><b>The Street Child Chapter 1-4</b></i> Characters feelings/ inference	<i><b>The Street Child Chapter 5-8</b></i> Narrative – description of a workhouse	<i><b>The Street Child Chapter 9-11</b></i> Letter to his mother/sisters.	<i><b>The Street Child Chapter 12-15</b></i> Character description	<i><b>The Street Child Chapter 16-18</b></i> Prediction	<i><b>The Street Child Chapter 19-26</b></i> Narrative – monologue of Jim Jarvis’s experiences
<b>Grammar</b>	Synonyms/ thesaurus work	Expanded noun phrases/ similes	Coordinating/ subordinating conjunctions	Parenthesis	Modal verbs	Commas to clarify meaning.
<b>Guided Reading Focus</b>	Gp 1: Rec. reading Gp 2: Synonyms Gp 3: <b>predicting</b> Gp 4: free reading	Gp 1: Rec. reading Gp 2: expanded noun phrases Gp 3: <b>summarising</b> Gp 4: free reading	Gp 1: Rec. reading Gp 2: conjunctions Gp 3: <b>impressions of a character</b> Gp 4: free reading	Gp 1: Rec. reading Gp 2: parenthesis Gp 3: <b>inference</b> Gp 4: free reading	Gp 1: Rec. reading Gp 2: model verbs Gp 3: <b>relative pronoun</b> Gp 4: free reading	Gp 1: Rec. R Gp 2: commas Gp 3: <b>relative clause</b> Gp 4: free reading
<b>Maths Place Value</b>	<b>Place Values Rounding:</b> 1000s, 100s, 10s & 1s Numbers to 10,000 Rounding to the nearest 10, 100,1000 Multiples of 1,000 up to 1,000,000	<b>Numbers up to 1 million:</b> Numbers to 100,000/ to a million. Compare and order numbers to 100,000. Round numbers within 100,000.	<b>Millions and Negative Numbers:</b> Compare / order and round numbers to one million. Negative numbers.	<b>Roman Numerals Addition for 4-digit numbers</b> Roman Numerals Add two 4-digit numbers - one exchange.	<b>Subtraction for 4-digit numbers:</b> Subtract two 4-digit numbers - more than one exchange. Subtract whole numbers with more than 4 digits (column method).	<b>Statistics- Timetables and Two-way tables:</b> Use line graphs to solve problems Read and interpret tables. Two-way tables.

				Add two 4-digit numbers - more than one exchange.		
<b>Science Forces</b>	<b>Gravity, Mass and Weight</b> To understand the difference between weight and mass and the effect of gravity.	<b>Gravity, Mass and Weight</b> To investigate how strong is the force of gravity between the Earth and different objects.	<b>Air Resistance</b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects.	<b>Air Resistance</b> To identify the effects of air resistance by investigating the best parachute to slow a person down.	<b>Air Resistance</b> To identify the effects of water resistance by creating and racing streamlined boats.	<b>Upthrust-</b> To measure the weight of objects in air, water and explain the results.
<b>Computing Online Safety / We are Adventure Gamers</b>	Plan an interactive adventure game Consider online safety	Pupils write descriptions for their game	Pupils source images for their game	Pupils create links between slides	Pupils add audio narration to their game	Test one another's games and give feedback
<b>History The Victorians</b>	To place the key events of the Victorian period on a timeline. To have knowledge and understanding of some of the main events, people and changes from the past.	To use ICT to research who Queen Victoria was. <i>To have knowledge and understanding of some of the main events, people and changes from the past.</i>	To find out how many places around the world are named after Queen Victoria and why.  To begin to understand and discuss the impact of past events/people on the present.	To explain what the British Empire was and which other nations had colonies.  <i>To know and begin understand significant aspects of the history within the wider world.</i>	Debate: The British Empire has been the catalyst in creating a positive multicultural society in our country today.  <i>To communicate their historical understanding using evidence to support their opinions.</i>	To explore the Victorian traditions of Christmas.  <i>To begin to explain similarities, differences and changes within and across eras, giving reasons to support answers 'why?'.</i>
<b>R.E. How far would a Sikh go for</b>	To explore different forms of commitment and make a tree to discuss the intensity	To explore the 5 key Sikh beliefs and what they give up / give for their religion.	Visiting Sikh Q & A	Explore when and why Sikhs visit the Golden Temple. Discuss this historical place in detail.	To discuss Sikh weddings and explore the sacrifices they make to the person they marry.	To explain why Sikhs put so much effort into their religion.

<b>his/her religion?</b>	of commitment they apply to these.					
<b>PSHE Goals</b>	To explore new challenges and to set personal goals.	To understand their rights and responsibilities as a citizen of their country.	To understand rights & responsibilities as a citizen of their country and as a member of their school.	To make choices About their behaviour and understand how rewards and consequences feel.	To understand how an individual's behaviour can impact on a group.	To understand how democracy and having a voice benefits the school community and know how to participate in this.
<b>Art/DT</b>	To learn and understand about the life and works of William Morris To explore pattern, line, colour and tone	To explore pattern making, line, colour and tone to create a pattern square with an initial in the style of William Morris	To compare and contrast different wallpapers and discuss the style of each	To design our own wallpaper in the style of William Morris		To create a collage of wallpaper in the style of William Morris Or To apply decoupage to an everyday object in the style of William Morris
<b>P.E. Indoor Gymnastics</b>	To be able to perform symmetrical and asymmetrical balances.	To develop the straight, forward, straddle and backward roll.	To be able to explore different methods of travelling, linking actions in both canon and synchronisation.	To be able to perform progressions of inverted movements.	To explore matching and mirroring using actions both on the floor and on apparatus.	To be able to create a partner sequence using apparatus.
<b>P.E. Outdoor Hockey</b>	To develop dribbling to beat a defender.	To develop sending the ball using a push pass.	To develop receiving the ball with control.	To be able to move into space to support a teammate.	To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.	To apply the rules and skills you have learnt to play in a hockey tournament.
<b>French Weather</b>	Learning about different types of weather.	Learning about the temperatures and geographic location (north, south etc.)	Reinforce the vocab learnt so far and prepare a TV weather forecast with map.	Learn about the different countries in Europe.	Learn about other countries and continents.	Learn about the different climates in the different continents.