

Year 5 Medium Term Planning Autumn 2018



Foundation Subjects

	Science	History and Geography	Art and DT	RE	PE	Computing
W1 (3 days)						
W2	<p><u>Forces:</u> LO: To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p><u>Geography -Comparing People and Places – Local Area</u> LO: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p><u>Art</u> <u>A Sense of Place</u> LO: To collect visual information to help develop ideas about the environment</p>	<p><u>2.18 What does it mean to be a Christian?</u> LO: To apply ideas from different points of view to develop their own beliefs about the existence and nature of God. LO: To explain the impact of belief in God on a person's lifestyle. LO: To express thoughtful views about what God is like and whether or not God exists. LO: To explain, with reasons, why the Trinity is an important idea for Christians. LO: To describe and show understanding of sources, beliefs and ideas and make links between them.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p><u>5.1 We are Game Developers</u> LO: To create original artwork and sound for a game. LO: To design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. LO: To detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.</p>
W3	<p>LO: To be able to identify the effects of air resistance that act between moving surfaces.</p> <p><u>Scientific Enquiry: To be able to identify scientific evidence that has been used to support or refute ideas or arguments.</u></p>	<p>LO: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>LO: To compare ideas, approaches and methods in the work of a variety of artists</p>	<p>LO: To use a developing religious vocabulary, including ideas such as guidance, comfort, strength or inspiration to show their understanding of the impact belief in the Bible can have on Christian people. LO: To describe some different ideas about the meanings of Bible stories. LO: To raise and suggest answers to, questions about the Bible and its place and use in Christian communities.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p>LO: To create original artwork and sound for a game. LO: To design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. LO: To detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.</p>

W4	<p>LO: To be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>	<p>LO: Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country and a region within North or South America. LO: Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>LO: To look how artists use perspective and investigate ways of recreating images accurately</p>	<p>LO: To use a developing religious vocabulary, including ideas such as guidance, comfort, strength or inspiration to show their understanding of the impact belief in the Bible can have on Christian people. LO: To describe some different ideas about the meanings of Bible stories. LO: To raise and suggest answers to, questions about the Bible and its place and use in Christian communities.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Invasion Games</u> Tag Rugby</p>	<p>LO: To create original artwork and sound for a game. LO: To design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. LO: To detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.</p>
W5	<p>LO: To be able to identify the effects of air resistance that act between moving surfaces.</p> <p>Scientific Enquiry: To be able to take repeated accurate measurements using a stopwatch.</p> <p>To be able to explain the degree of trust in results.</p>	<p>LO: Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country and a region within North or South America. LO: Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>LO: To be able to use ideas gathered to inform a piece of artwork</p>	<p>LO: To use a developing religious vocabulary, including ideas such as guidance, comfort, strength or inspiration to show their understanding of the impact belief in the Bible can have on Christian people. LO: To describe some different ideas about the meanings of Bible stories. LO: To raise and suggest answers to, questions about the Bible and its place and use in Christian communities.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Invasion Games</u> Tag Rugby</p>	<p>LO: To create original artwork and sound for a game. LO: To design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. LO: To detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.</p>
W6	<p>LO: To be able to identify the effects of friction between moving surfaces.</p>	<p>LO: To describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>LO: To be able to create a piece of landscape art based on a previous design</p>	<p>LO: To explain the big story of the bible giving examples of bible characters and stories that exemplify different parts of the big story. LO: To identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact LO: To understand some of the Christian beliefs about the death of Jesus as a sacrifice.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Invasion Games</u> Tag Rugby</p>	<p><u>Online Safety - 5.1 We are Year 5 rule writers - Reviewing and editing our online safety rules</u> LO: To consider safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. LO: To consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP 'Report abuse' button. LO: To review and edit their online safety guidelines.</p>

						LO: To develop their online safety rules so they are easily understood and appropriate for Year 5 pupils.
W7	<p>LO: To be able to identify the effects of water resistance that act between moving surfaces.</p> <p>Scientific Enquiry: To be able to use test results to make predictions to set up further fair-tests.</p>	<p>LO: To describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>LO: To be able to evaluate a finished piece of artwork and describe what you think and feel about it.</p>	<p>LO: To explain the big story of the bible giving examples of bible characters and stories that exemplify different parts of the big story.</p> <p>LO: To identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact</p> <p>LO: To understand some of the Christian beliefs about the death of Jesus as a sacrifice.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Invasion Games</u> Tag Rugby</p>	<p>LO: To consider safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</p> <p>LO: To consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP 'Report abuse' button.</p> <p>LO: To review and edit their online safety guidelines.</p> <p>LO: To develop their online safety rules so they are easily understood and appropriate for Year 5 pupils.</p>
W1	<p>LO: To be able to identify the effects of water resistance that act between moving surfaces.</p> <p>Scientific Enquiry: To be able to explain the degree of trust in results.</p>	<p><u>History - The Benin Kingdom (introduction and timeline).</u> LO: To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>	<p><u>What a Performance</u> LO: To learn about the roles and purposes of artists, craftsmen and designers working in different cultures and times.</p>	<p><u>2.19 What does it mean to be a Muslim?</u> LO: To describe and explain the significance of the 5 pillars of Islam. LO: To explain the key beliefs of Muslims and how these affect the way Muslims choose to behave individually.</p>	<p><u>Dance</u> LO: To perform dances using a range of movement patterns.</p> <p><u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic principle for attacking and defending.</p> <p><u>Invasion Games</u> Hockey</p>	<p>5.3 We are Artists To develop an appreciation of the links between geometry and art</p>
W2	<p>LO: To be able to recognise that some mechanisms, including pulleys, allow a smaller force to have a greater effect.</p>	<p>LO: To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>	<p>LO: To learn about different tactile and visual elements and how these can be combined and organised for different purposes</p>	<p>LO: To explain and reflect on the significance of the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage. LO: To describe and explain the key functions of the Mosque, comparing them to another place of worship the</p>	<p><u>Dance</u> LO: To perform dances using a range of movement patterns.</p> <p><u>Invasion Games</u> Hockey</p> <p><u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic</p>	<p>To become familiar with the tools and techniques of a vector graphics package</p>

				children have learnt about. Link them to the beliefs of Muslims.	principle for attacking and defending.	
W3	LO: To be able to recognise that some mechanisms, including gears, allow a smaller force to have a greater effect.	LO: To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.	LO: To be able to explore and use decorative techniques	LO: To identify differences and similarities between prayer in Islam and prayer in another religion.	<u>Dance</u> LO: To perform dances using a range of movement patterns. <u>Invasion Games</u> Hockey <u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic principle for attacking and defending.	To develop an understanding of turtle graphics
W4	LO: To be able to recognise that some mechanisms, including levers, allow a smaller force to have a greater effect.	LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. LO: To undertake an in-depth study of a non-European society that provides contrasts with British history- The Kingdom of Benin.	LO: To be able to design a headdress for a particular character or event.	LO: To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil. LO: To describe and reflect on the significance of the Qur'an to Muslims. LO: To describe and give reasons for the celebration of Id ul Fitr and Eid ul Adha making connection to key Muslim beliefs.	<u>Dance</u> LO: To perform dances using a range of movement patterns. <u>Invasion Games</u> Hockey <u>Invasion Games- Basketball</u> LO: To play competitive games and apply basic principle for attacking and defending.	To experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers develop some awareness of computer-generated art, in particular fractal-based landscapes
W5	Research lesson on one of the scientists	LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. LO: To undertake an in-depth study of a non-European society that provides contrasts with British history- The Kingdom of Benin.	LO; To apply your experience of materials and techniques to create a headdress. To apply your experience of materials and techniques to create a headdress.	LO: To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil. LO: To describe and reflect on the significance of the Qur'an to Muslims. LO: To describe and give reasons for the celebration of Id ul Fitr and Eid ul Adha making connection to key Muslim beliefs.	<u>Dance</u> LO: To perform dances using a range of movement patterns. <u>Invasion Games</u> Hockey <u>Invasion Games- Basketball-</u> LO: To play competitive games and apply basic principle for attacking and defending.	5.3 We are content evaluators - To understand that some people get paid to endorse products online
W6	Research lesson on one of the scientists	LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.	LO; To apply your experience of materials and techniques to create a headdress. To apply your experience of materials and techniques to create a	LO: To ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives.	<u>Dance</u> LO: To perform dances using a range of movement patterns. <u>Invasion Games</u>	To develop a discerning attitude to online content so that they can confidently reach their own conclusions

		LO: To undertake an in-depth study of a non-European society that provides contrasts with British history- The Kingdom of Benin.	headdress.	LO: To express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam.	Hockey <u>Invasion Games- Basketball-</u> LO: To play competitive games and apply basic principle for attacking and defending.	
W7		LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. LO: To undertake an in-depth study of a non-European society that provides contrasts with British history- The Kingdom of Benin.	LO: To work and say what you think and feel about them. To compare ideas, methods and approaches in your own and others' work and say what you think and feel about them.	LO: To ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives. LO: To express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam.	<u>Dance</u> LO: To perform dances using a range of movement patterns. <u>Invasion Games</u> Hockey	To appreciate the value of trusted adults in helping them reach an informed conclusion
W8						