## **MEDIUM TERM PLANNING**

Overarching Question:	Where do we come from?		Year 5	Autumn 1 (7 Weeks)	
Curriculum Area	Key Concepts / Themes	Objectives	Possible Activities		
English  Key Text(s): Arthur and the Golden Rope  The Saga of Eric the	Picture book / graphic novel - quest to relight fire before the villagers freeze to death Quest Story with	See English Objectives	ENGLISH TO INCLUDE PURPOSE  Quest Story / Myths and Instructions  Persuasive writing (Con Debate - is migration rig	d Legends	DR A REAL LIFE
Viking	mythical creatures, in style of Viking Sagas See Medium Term Math			g	
Science	Working scientifically  Living Things and their habitat	<ul> <li>I can plan and carry out scientific enquiry to answer questions, including recognising and controlling variables where necessary.</li> <li>I can make a prediction with reasons</li> <li>I can present a report of my findings through writing, display and presentation</li> <li>I can take measurements using scientific equipment with increasing accuracy and precision</li> <li>I can take repeat findings when appropriate</li> <li>I can record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can use a graph to answer scientific questions.</li> <li>I can describe the differences in the life cycles of a mammal, and amphibian, an insect and a bird</li> <li>I can describe the life-cycles of common plants</li> <li>I can explore the work of well known animal behaviorists (David Attenborough and Jane Goodall)</li> </ul>	Life cycle studies / rese affect the survival of spe Persuasive writing to re	ecies	ental factors that

Geography	Geographical Enquiry	<ul> <li>I can collect information about a place and use it in a report</li> <li>I can map land use</li> <li>I can find possible ways to answer my own geographical questions</li> <li>I can make detailed sketches and plans; improving accuracy later</li> <li>I can plan a journey to another part of the world, taking account of distance and time</li> </ul>	Where did the Vikings come from? Why did they leave their countries?  Land use in their country V England.  Research immigration into the UK. Fact files / tour guides to these places.  Link to PSHE and SMSC - debate the current immigration problems in the world.  What have the vikings contributed to our society? What has immigration from the rest of the world contributed?
History	Chronological Understanding	<ul> <li>I can use dates and historical language in my work</li> <li>I can draw a timeline with different time periods outlined which show different time periods, such as periods in history, when famous people lived etc.</li> <li>I can use my mathematical skills to work out exact time scales and differences as need be.</li> </ul>	Viking raids- why did they carry these out?  Leaflet- encourage more Vikings to come and raid England.  Timelines of Viking power/decline.
	Knowledge and interpretation  Historical Inquiry	<ul> <li>I can plot recent history on a timeline using centuries</li> <li>I can place periods of history on a timeline showing periods of time</li> <li>I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>I can explain how events from the past have helped shape our lives.</li> <li>I appreciate that wars have happened from a very long time ago are often associated with invasion, conquering or religious differences.</li> <li>I know that people who lived in the past cooked and travelled differently and used different weapons to ours</li> <li>I recognise that the lives of wealthy people were very different from those of poor people.</li> <li>I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li> <li>I can describe historical events from the different periods I have studied</li> <li>I can make comparisons between historical periods; explaining things that have changed and things that have stayed the same</li> <li>I can explain the role that Britain has had in spreading Christian Values across the world</li> <li>I appreciate that significant events in history have helped shape the country we have today</li> </ul>	Viking study - invaders vs immigration. Why did they come here?  Viking life posters. Would you have liked to be a Viking? Why/why not?
Computing	Using the internet	- I can use a search engine using keyword searches	Research, presentation of work

	Algorithms and programs	<ul> <li>I can compare the results of different searches</li> <li>I can decide which section are appropriate to copy and paste from at least two web pages</li> <li>I can save stored information following simple lines of enquiry</li> <li>I can download a document and save it to the computer</li> <li>I can repeat instructions to draw regular shapes on screen, using commands</li> <li>I can make turns, specifying degrees</li> <li>I can give an on screen robot specific directional instructions that takes them from x to Y</li> <li>I can make accurate predictions about the outcome of a program I have written</li> </ul>	Programming to devise routes and journeys. SCRATCH / Logo
Art		DT Focus this half term	
Design and Technology	Developing, planning and communicating ideas	<ul> <li>I can come up with a range of ideas after I have collected information</li> <li>I take a users view into account when designing</li> <li>I can produce a detailed step by step plan</li> <li>I can suggest some alternative plans and say what the good points and drawbacks are about each.</li> </ul>	Research, design and make Viking Longship
	Evaluation processes and products	<ul> <li>I keep checking that my design is the best that it can be.</li> <li>I check whether anything could be improved</li> <li>I can evaluate appearance and function against the original criteria</li> </ul>	
	Working with tools, equipment, materials and components	<ul> <li>I can explain why my finished product is going to be of good quality</li> <li>I can explain how my product will appeal to the audience</li> <li>I can use a range of tools and equipment expertly</li> <li>I persevere through different stages of the making process</li> </ul>	
Music	Performing	<ul> <li>I breathe in the correct place when singing</li> <li>I can sing and use my understanding of meaning to add expression</li> <li>I can maintain my part whilst others are performing my part</li> <li>I can perform by ear and from simple notations</li> <li>I can improvise within a group using melodic and rhythmic phrases</li> <li>I can recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> </ul>	Sea shanties Saga music
	Composing	<ul> <li>I can change sounds or organise differently to change the effect</li> <li>I can compose music which meets a specific criteria</li> <li>I can choose the most appropriate tempo for a piece of music</li> <li>I can describe, compare and evaluate music using musical vocabulary</li> </ul>	

	I can explain why I think music is successful or unsuccessful     I can suggest improvements to my own or others' work	
P.S.H.E /SMSC	Identity and relationships (see PSHE Overview) Immigration Invasion Social: Do we need immigration? Moral: Is immigration right or wrong? Spiritual: Is immigration right or wrong? Cultural: What does immigration bring to us?	
HOMEWORK / Family Learning	ve children the key question - children to complete project to bring in to school in 2nd last week and present to the class? ared session where parents and children come up with own sea shanties for performance / make Viking longships/ helmets (TBC)	

Note: RE and MFL are taught using the Local Authority Agreed Syllabus

French Unit: Our bodies RE Unit: Belonging

P.E. Curriculum is taught separately through a programme of coaching staff. This term is fencing.