

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 Viking	Picture book / graphic novel - quest to relight fire before the villagers freeze to death Quest Story with mythical creatures, in style of Viking Sagas	See English Objectives	ENGLISH TO INCLUDE WRITING FOR A REAL LIFE PURPOSE Quest Story / Myths and Legends Instructions Persuasive writing (Come to UK?) Debate - is migration right or wrong? Non Chron Report Materials	
Maths	See Medium Term Mathematics Plan		Time zones / word problems/ reasoning Timelines	
Science	Working scientifically Living Things and their habitat	<ul style="list-style-type: none"> - I can plan and carry out scientific enquiry to answer questions, including recognising and controlling variables where necessary. - I can make a prediction with reasons - I can present a report of my findings through writing, display and presentation - I can take measurements using scientific equipment with increasing accuracy and precision - I can take repeat findings when appropriate - I can record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs. - I can use a graph to answer scientific questions. <ul style="list-style-type: none"> - I can describe the differences in the life cycles of a mammal, and amphibian, an insect and a bird - I can describe the life-cycles of common plants - I can explore the work of well known animal behaviorists (David Attenborough and Jane Goodall) 	Life cycle studies / research. Environmental factors that affect the survival of species Persuasive writing to reduce plastic?	

Geography	Geographical Enquiry	<ul style="list-style-type: none"> - I can collect information about a place and use it in a report - I can map land use - I can find possible ways to answer my own geographical questions - I can make detailed sketches and plans; improving accuracy later - I can plan a journey to another part of the world, taking account of distance and time 	<p>Where did the Vikings come from? Why did they leave their countries?</p> <p>Land use in their country V England.</p> <p>Research immigration into the UK. Fact files / tour guides to these places.</p> <p>Link to PSHE and SMSC - debate the current immigration problems in the world.</p> <p>What have the vikings contributed to our society? What has immigration from the rest of the world contributed?</p>
History	<p>Chronological Understanding</p> <p>Knowledge and interpretation</p> <p>Historical Inquiry</p>	<ul style="list-style-type: none"> - I can use dates and historical language in my work - 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. - I can use my mathematical skills to work out exact time scales and differences as need be. - I can plot recent history on a timeline using centuries - I can place periods of history on a timeline showing periods of time - I can use my mathematical skills to round up time differences into centuries and decades. - I can explain how events from the past have helped shape our lives. - I appreciate that wars have happened from a very long time ago are often associated with invasion, conquering or religious differences. - I know that people who lived in the past cooked and travelled differently and used different weapons to ours - I recognise that the lives of wealthy people were very different from those of poor people. - 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. - I can describe historical events from the different periods I have studied - I can make comparisons between historical periods; explaining things that have changed and things that have stayed the same - I can explain the role that Britain has had in spreading Christian Values across the world - I appreciate that significant events in history have helped shape the country we have today 	<p>Viking raids- why did they carry these out?</p> <p>Leaflet- encourage more Vikings to come and raid England.</p> <p>Timelines of Viking power/decline.</p> <p>Viking study - invaders vs immigration. Why did they come here?</p> <p>Viking life posters. Would you have liked to be a Viking? Why/why not?</p>
Computing	Using the internet	<ul style="list-style-type: none"> - I can use a search engine using keyword searches 	Research, presentation of work

		<ul style="list-style-type: none"> - 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	Give children the key question - children to complete project to bring in to school in 2nd last week and present to the class? Shared 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.