

**Medium Term Plan – Autumn 1 – Year 5**

**Core Text: *Secrets of a Sun King***

**Topic: Pharaoh**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p>	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p>	<p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p>	<p>Add and subtract whole number with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	<p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p>	<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>
Text Type	Newspaper	Newspaper	Newspaper	Balanced Argument	Balanced Argument	Balanced Argument
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention
Grammar and Punctuation (Active English)	Commas to separate clauses	Subordinating conjunctions – unless and until	Modality	Conjunctive adverbs	Paragraphing	Commas to separate clauses
Spelling	Unit 1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3
Terminology (technical vocabulary)	Newspaper, bias, headline, byline, orientation, reorientation, journalistic style, witness, caption	Newspaper, bias, headline, byline, orientation, reorientation, journalistic style, witness, caption	Newspaper, bias, headline, byline, orientation, reorientation, journalistic style, witness, caption	Argument, bias, for, against, convince, prove, contradict, challenge, cohesion, debate, introduction	Argument, bias, for, against, convince, prove, contradict, challenge, cohesion, debate, introduction	Argument, bias, for, against, convince, prove, contradict, challenge, cohesion, debate, introduction

Greater Depth SC	Reported speech	Joining clauses in other ways (other than subordinating conjunctions)	Writing with a bias	Conjunctive adverbs within a paragraph	Weaving for and against arguments within a paragraph	Weaving for and against arguments within a paragraph
SEND SC	Commas to separate fronted adverbials	Because, when, if, as, after, before	Third person with witness account	Because, when, if, as, after, before	Paragraphing for for and against	Offering opinions in conclusion
Handwriting	See spelling Unit 1	See spelling Unit 1	See spelling Unit 2	See spelling Unit 2	See spelling Unit 3	See spelling Unit 3
Rainbow Grammar (where appropriate)		Subordination		Linking adverbs		
Reading	<p>To know how to use evidence to support a prediction (2e)</p> <p>To understand how a blurb builds excitement and interest (2e)</p> <p>To understand how to justify inferences about Lilian with evidence (2d)</p>	<p>To understand the meaning of unfamiliar words (2a)</p> <p>To develop the skill of explaining suggestions behind vocabulary (2a)</p> <p>To understand how to retrieve information about Grandad (2b)</p>	<p>To know how to infer the feelings of Myra and Kyky (2d)</p> <p>To understand how to use textual support to build an argument (2b)</p> <p>To develop the skill of explaining how actions shape a narrative (2b)</p>	<p>To understand how to skim and scan for evidence (2b)</p> <p>To understand the meaning of words in context (2b)</p> <p>To understand authorial intent behind vocabulary (2a)</p>	<p>To develop the skill of retrieving information about opposing characters (2b)</p> <p>To understand the intent behind linguistic choices (2f)</p> <p>To develop the skill of analysing the impact of linguistic choices (2f)</p>	<p>To know how to use evidence to support inferences about a range of characters (2d)</p> <p>To develop the skill of using evidence to compare characters (2d)</p> <p>To develop the skill of using support to summarise a text (2c)</p>
Cross-curricular Writing Opportunities	<p><b>Mathematics:</b> Extended problem solving and reasoning</p> <p><b>Science:</b> Isaac Newton newspaper report</p> <p><b>Geography:</b> balanced argument about archaeological excavation</p> <p><b>Art:</b> Evaluation of work</p> <p><b>RE:</b> Why do Sikhs put so much commitment and care into their religion?</p>					
Science objectives				<b>Forces</b>	<b>Forces</b>	

<p><b>Working Scientifically</b> A1, A2, A3, <b>Forces</b> F1, F2, F3</p>				<p>To understand the effects of gravity (F1)</p> <p>To understand how to use equipment to take accurate measures A1)</p>	<p>To understand the effects of different types of resistance (F2)</p> <p>To understand how levers, pulleys and gears work (F3)</p> <p>To develop the skill of recording results using tables and graphs (A3)</p>	
<p>History objectives</p> <p><b>Ancient Egyptians</b></p> <p>A1,A3,B1,B2,C1,C2,D1,E1,E3</p>	<p><b>Ancient Egyptians</b></p> <p>To develop the skill of describing significant features from Ancient Egyptians. (A1) <b>Four civilisations lesson</b></p> <p>To know how to place historical events or change on a timeline. (A3/B2/C1) <b>Timeline lesson</b></p>	<p><b>Ancient Egyptians</b></p> <p>To understand historical concepts and use them to make connections with past periods of time. (D1) <b>Comparison to Anglo Saxon Vikings lesson</b></p> <p>To develop the skill of researching a topic from the past to answer a historical question. (E1/E3) <b>Egyptian lifestyle lesson</b></p>				



	<p>To understand how to choose and evaluate reliable sources of information about Ancient Egyptians. (B1/C2) <b>Artefact lesson</b></p>					
<p>Geography objectives <b>Geographical location and features of Egypt</b> B1, C2, C3, C5</p>			<p><b>Egypt</b></p> <p>To understand how Egypt fits into its wider geographical location (B1, C2)</p> <p>To know how to use digital technologies to understand land change over time (C3)</p> <p>To know the key topographical features of Egypt (C5, C2)</p>			
<p>Religious Education objectives <b>Sikhism- Belief into action</b> A1, B1, C1</p>						<p><b>Sikhism: Belief into action</b></p> <p>To understand commitment (A1)</p>

						<p>To understand religious practice that underpins beliefs in Sikhism (B1)</p> <p>To understand why Sikhs show different levels of commitment (C1)</p>
<p>Art objectives</p> <p><b>Observational drawing of Egyptian artefacts</b> A1, A6, E2, F1, F2, F3</p>			<p><b>Egyptian artefacts</b></p> <p>To understand how to use lines to produce texture (A1, A6)</p>	<p><b>Egyptian artefacts</b></p> <p>To develop the skill of adapting art work (F1, F2, F3, E2)</p>		
Design and Technology objectives	n/a	n/a	n/a	n/a	n/a	n/a
PSHE objectives	<b>New Beginnings</b>	<b>British Values</b>	<b>British Values</b>	<b>Teamwork</b>	<b>Dares</b>	<b>Emotional Health</b>
<p>Computing objectives</p> <p><b>E-Safety</b> A1, A2, A3, A4, A5, A6</p>	To understand how to use technology safely, respectfully and responsibly. (A1)	To know how to recognise acceptable/unacceptable behaviour (A2)	To understand how to identify a range of ways to report concerns about content and contact. (A3)	To understand that the Internet contains fact, fiction and opinions and begin to distinguish between them (A4)	To understand what personal information should be kept private. (A5)	To know that passwords keep information secure and that they should be kept private (A6)
<p>Music objectives</p> <p>A1, A2, A3, C1, D1, D2</p> <p>Our Community Musical focus: Performance Cross-curricular link: History</p>	To understand metre through singing and playing instruments. (D1)	To know how to conduct metres of two and three. (A1)	To develop the skill of writing lyrics. (A2)	To know how to sing a song from your musical heritage. (D2)	To know how to use accompaniments using ostinato and invented or improvised rhythms. (A3)	To know how to perform with an awareness of audience. (C1)