

WEST TOWN LANE ACADEMY

Medium Term Plan

Year: 5. Term: 1. Enquiry: Why did the Anglo-Saxons, Scots and Vikings raid and invade?

    							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Special events/trips/visitors						M-Shed	
YEAR 5 CLASS BOOKS							
5C	Level up Tom Nicoll		5H	Demon Dentist David Walliams		5T	The House with Chicken Legs Sophie Anderson
English	Starter lessons	Problem/resolution story The Vikings are coming Imitation week Comprehension skill: To answer retrieval questions	Problem/resolution story The Vikings are coming Innovation week	Problem/Resolution story The Vikings are coming Invention week	Recount Viking Diary Imitation week Comprehension skill: To draw inferences	Recount Viking Diary Innovation week Comprehension skill: To summarise the main ideas	Recount Viking Diary Invention week
WCGR (reading)	Stig of the dump	Little white horse	Cat who walked by himself	The winged horse	Skellig	Oranges in No Man's Land	Robert the Bruce

Maths	<u>Place Value</u> Numbers up to 1000 Roman numerals to 1,000 Numbers to 10,000	<u>Place Value</u> Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000 /100,000 more or less	<u>Place Value</u> Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000	<u>Place Value</u> Round within 100,000 Round within 1,000,000 <u>Addition and Subtraction</u> Mental strategies Add whole numbers with more than four digits	<u>Addition and Subtraction</u> Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations	<u>Addition and Subtraction</u> Find missing numbers <u>Multiplication and Division</u> Multiples Common multiples Factors	<u>Multiplication and Division</u> Common factors Prime numbers Square numbers Cube numbers
Phonics/SPAG		-ious	-cious	-cial/tial	-cial/tial	-cial/tial	Challenge words
Science	No lesson due to 3-day week.	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (Bags) Plan different types of scientific enquiries to answer questions. understand how to answer questions that require more detailed answers and justification	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Thermal Insulators and Conductors. (Lunch box) Plan different types of scientific enquiries to answer questions.	Know that some materials will dissolve in liquid to form a solution.	Describe how to recover a substance from a solution.	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Plan different types of scientific enquiries to answer questions.	
Computing	No lesson	Planning a game Creating and sourcing assets	Creating a prototype of the game	Debugging the game script	Testing the game	Writing game instructions and publishing the game	Computing Self-assessment

Geography							
History	To understand why the western Roman Empire fell	To know about the invasion of Britain at the start of the 5th century	To understand what life was like for an Anglo-Saxon	To understand how the Pagan Anglo-Saxons were converted to Christianity	To understand the links between Beowulf and Sutton Hoo • speak with flair and passion. • project their voice to a large audience. • gestures to become increasingly natural.	To know what Anglo-Saxon burhs were and why they were built	
Art and Design							Block of lessons on clay Lewis Chessmen
D&T							
Music	No lesson due to 3-day week.	Ghost parade Part 1	Ghost Parade Part 2	Words can hurt Part 1	No lesson due to MShed trip	Words can hurt Part 2	Joyful Joyful
PE	Cognitive skills – ball skills Hand-eye coordination Agility Reaction/response	Cognitive skills – ball skills Hand-eye coordination Agility Reaction/response	Cognitive skills – ball skills Hand-eye coordination Agility Reaction/response	Cognitive skills – ball skills Hand-eye coordination Agility Reaction/response	Cognitive skills – ball skills Hand-eye coordination Agility Reaction/response	Cognitive skills – ball skills Hand-eye coordination Agility Reaction/response	Cognitive skills – ball skills Hand-eye coordination Agility Reaction/response
RE	To understand the difference between theists, atheists and agnostics	To identify why people may believe in a god or gods	To identify what people believe about how the world began	To consider how facts, beliefs and opinions came about and how they are interpreted	To reflect upon arguments that God cannot be all-powerful and all-loving if the world is full of suffering	To create a balanced argument about whether God is real	
PSHE	Class charter	To identify rights of British citizens	To empathise with people whose	To understand that behaviour can	To understand how behaviour can affect a group	To understand how	

			lives are different to my own draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. rather than saying 'X is a vegetarian so eating meat is wrong' saying, 'lots of people don't eat meat because they believe killing animals is cruel'.	affect myself and others		democracy affects the school community Responsibilities around taking care of pets (school dog policy)	
Spanish	To learn nouns of pet animals	To say what pets we have	To say the name of a pet	To explain what pets we have and do not have	To expand how to talk about pets	To revise language taught about pets	