



LINACRE PRIMARY SCHOOL MEDIUM TERM PLANNING

2014 to 2015 Year Group: 5

Autumn 1

Theme:	World War I	
Driver: (main subject)	History	<p>Skills and outcomes:</p> <p>WWI events</p> <ul style="list-style-type: none"> ▪ A study of a theme in British history. <p><i>Milestone 3 basic – Recall information.</i></p>
Purpose:	To focus on a local historical study, and develop writing skills with a historical focus.	
Cross Curricular:	Science	<p>Skills and outcomes:</p> <ul style="list-style-type: none"> ▪ Examine the properties of materials using various tests. ▪ Look at solubility and recovering dissolved substances. ▪ Separate mixtures. ▪ Examine changes to materials that create new materials that are usually not reversible. <p><i>Milestone 3 basic – Measure, ask basic questions, follow instructions or methods.</i></p>
	Geography	<p>Skills and outcomes:</p> <ul style="list-style-type: none"> ▪ Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p><i>Milestone 3 basic – Recall information.</i></p>
	Art	<p>Skills and outcomes:</p> <ul style="list-style-type: none"> ▪ Develop and share ideas in a sketchbook and in finished products. <p><i>Milestone 3 basic – Follow instructions.</i></p>
	Music	<p>Skills and outcomes:</p> <ul style="list-style-type: none"> ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. <p><i>Milestone 3 basic – Repeat.</i></p>

	Computing	Coding – Making APPs, giving computer programs instructions. <i>Milestone basic – Follow instructions, complete tasks, memorise.</i>
	Spanish	Greetings, numbers and colours. <i>Milestone basic – Speaking, reading; To speak confidently; Repeat, follow instructions, recognise, memorise.</i>
	D.T.	
	P.E.	Skills and outcomes: <ul style="list-style-type: none"> ▪ Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending. <i>Milestone 3 basic – Repeat, follow instructions, complete tasks.</i>
Opportunities for English and Maths:	<ul style="list-style-type: none"> ▪ Write letters. ▪ Write recounts. ▪ Reading / writing WWI poetry. ▪ Take part in conversations about books. ▪ Listen to and discuss a wide range of texts. ▪ Data handling ▪ Measuring 	
Main skills to be taught in English	<p><u>To write for a purpose:</u> <i>Milestone 2 basic – When help is provided, character descriptions are generally focused on appearance rather than character traits. When help is provided, settings are generally described in terms of what can be seen.</i> <i>When encouragement is given, alliteration, similes and some descriptive phrases are used.</i></p> <p><i>Milestone 2 advancing – When reminders are provided, character descriptions include some character traits. When reminders are provided, descriptions of settings include an attempt to capture or suggest mood.</i></p> <p><i>Milestone 2 deep – Character descriptions include a mixture of appearance and action to convey the nature of the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood.</i></p> <p><i>Milestone 3 basic – When structures are provided, writing is</i></p>	

	<p><i>organised in line with its purpose.</i></p> <p><u>To use imaginative description:</u></p> <p><i>Milestone 2 basic – When encouragement is given, alliteration, similes and some descriptive phrases are used.</i></p> <p><i>Milestone 2 advancing – When reminders are provided, alliteration is used effectively and there is some attempt at the use of similes.</i></p> <p><i>Milestone 2 deep – Well-chosen descriptive phrases are used to enliven the narrative, and alliteration and similes are used appropriately for effect. When reminders are provided, collective nouns are used.</i></p> <p><i>Milestone 3 basic – When guidance is provided, alliteration, similes, metaphors and personification are used appropriately. When support is provided, the main features of a type of writing are included. Dialogue and descriptions of characters, settings and atmosphere tend to be in separate blocks.</i></p>
<p>Main skills to be taught in Maths</p>	<p><u>Number – Comparing</u></p> <p><i>Milestone 2 advancing – With reminders, the place value in numbers beyond 1000 is understood and these numbers can be ordered and compared.</i></p> <p><i>Milestone 2 deep – Numbers beyond 1000 can be ordered and compared independently and the place value in numbers beyond 1000 is understood.</i></p> <p><i>Milestone 3 basic - With the support of a teacher, numbers up to 1 000 000 can be ordered using the first three digits. Numbers up to 1 000 000 are compared using the first three digits of the number.</i></p> <p><u>Number – Representing</u></p> <p><i>Milestone 2 advancing - With support, numbers are represented as a collection of ones, groups of ten and groups of 100.</i></p> <p><i>Milestone 2 deep - Generally, numbers are represented both pictorially and in writing in groups of ones, tens and hundreds.</i></p> <p><i>Milestone 3 basic - With the support of a teacher, numbers up to 1 000 000 can be written.</i></p> <p><u>Number – Place value</u></p>

Milestone 2 deep - The place value of each digit in a four-digit whole number is recognised.

Milestone 3 basic - The value of each digit in six-digit whole numbers is identified with support.