



LINACRE PRIMARY SCHOOL MEDIUM TERM PLANNING

2014 to 2015 Year Group: 5

Autumn 2

Theme:	Street child	
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, memorise.</i></p>
Purpose:	To develop writing skills (with a historical focus) and to identify a significant period of time in British history.	
Cross Curricular:	Science	<p>Skills and outcomes:</p> <ul style="list-style-type: none"> ▪ Forces and magnets ▪ Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. ▪ Look at poles, attraction and repulsion. ▪ Look at the effect of gravity and drag forces. ▪ Look at transference of forces in gears, pulleys, levers and springs <p><i>Milestone 3 basic – Ask basic questions, measure, 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. ▪ Locate the geographic zones of the world. <p><i>Milestone 3 basic – Recall information, label.</i></p>
	Art	<p>Skills and outcomes:</p> <ul style="list-style-type: none"> ▪ Learn about the great artists, architects and designers in history. <p><i>Milestone 3 basic – Follow methods, illustrate.</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.

		<i>Milestone 3 basic – Repeat, memorise.</i>
	D.T.	
	Computing	Coding – Making APPs, giving computer programs instructions. <i>Milestone basic – Follow instructions, complete tasks, memorise.</i>
	Spanish	Speaking – Greetings, numbers and colours. <i>Milestone basic – To speak confidently; Repeat, follow instructions, recognise, memorise.</i>
	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. ▪ Take part in gymnastics activities. <i>Milestone 3 basic – Follow instructions, complete tasks.</i>
Opportunities for English and Maths:	<ul style="list-style-type: none"> ▪ Write stories that contain mythical legendary or historical characters or events ▪ Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. ▪ Write non-chronological reports 	
Main skills to be taught in English	<p><u>To write for a purpose:</u></p> <p><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></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 organised in line with its purpose. When support is provided, the main features of a type of writing are included.</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.</i></p> <p><i>Milestone 3 basic – When guidance is provided, alliteration, similes, metaphors and personification are used appropriately.</i></p>
<p>Main skills to be taught in Maths</p>	<p><u>Mental Multiplication and division</u></p> <p>Milestone 3 basic –</p> <ul style="list-style-type: none"> ▪ With support from a teacher, problems involving all four operations can be solved. ▪ With support scaling by simple fractions is undertaken. <p><u>Fractions, ratio and proportion</u></p> <p>Milestone 3 basic –</p> <ul style="list-style-type: none"> ▪ With support fractions with the same denominators are ordered. ▪ With the support of a teacher, pictorial representations and concrete objects, fractions whose denominators are all multiples of the same number are ordered. <p><u>Problem solving</u></p> <p>Milestone 3 basic –</p> <ul style="list-style-type: none"> ▪ A wide variety of practical problems and number problems, using all four operations, are solved with the support of a teacher. ▪ With the support of a teacher or when prompts are given, problems can be described and articulated and equipment to solve the problem can be chosen. ▪ When prompts or guidance are given, patterns can be identified in results. ▪ With reminders, answers are checked and corrections are made. <p><u>Geometry and shape</u></p> <p>Milestone 3 basic –</p>

- When reminders are given, 3-D shapes are identified from 2-D representations.
- With support, it is understood that angles are measured in degrees.
- With support, angles are estimated and compared and described as acute, obtuse or reflex angles.
- With support, simple properties, such as equal sides, are used to distinguish between regular and irregular polygons.

Decimals and percentages

Milestone 3 basic –

- With prompts, decimals with one decimal place are rounded to the nearest whole number.
- With the support of a teacher, problems involving numbers up to three decimal places are solved.
- With support, the value of each digit in numbers given to three decimal places, is identified.

Written methods for subtraction

Milestone 3 basic –

- With the support of a teacher, four-digit whole numbers can be added and subtracted using formal written methods.
- When modelling is provided, calculations are rounded to check and to determine a level of accuracy.