**Medium Term Planning: Autumn 2 2019**

**Year 5**

| **The topic for this term is:** **May the Force Be With You! (Science)** | **The launch event for this topic will be:** Meteor hits Barlows Primary School! As part of the retrieval team, Year 5 will need to overcome an array of challenges that will require them to put their knowledge and understanding of forces into action. May the forces be with you! |
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| **The end of the term mini-project linking & applying knowledge is:** During DT this half term, children will plan, design and create a small Anglo Saxon long boat. At the end of the unit, children will have the opportunity to test the effectiveness of their boats in a paddling pool on the playground to see which boat stands the test against storms (air resistance) and rain (water resistance) simulating the conditions the Anglo Saxons would have faced on their journey to Britain. | **The visitor from employment, linked to the knowledge acquired this term, will be:**Yet to be confirmed |
| **Class trip/workshop linked to the topic:**Anglo Saxon workshop to take place in school. | **Other information:** |
| **Wk commencing** | **04.11.19** | **11.11.19** | **18.11.19** | **25.11.19** | **26.11.18** | **02.12.19** | **09.12.19** | **16.12.19** |
| English | This week children will: Be introduced and immersedinto a range of Greek Myths. Plan and compose a reflective piece of writing from the perspective of Daedalus.  | This week children will: Focus on Greek Myth- Daedalus and Icarus. Children will produce a piece of writing in first person as Icarus reflecting on the event.  | This week children will: Look at figurative and descriptive language which can be used to describe a setting for a Greek myth. Children will analyse a variety of battle scenes from Greek myths and films. They will work in small groups to act out a battle scene which will be filmed and used as a tool for studying body language and facial expressions.  | Assessment Week. This week children will: Children will be further immersed into a range of Greek Myths, focusing on text and plot structure. This will give children an understanding of the components of a Greek myth. | Assessment Week. Children will plan and draft their own Greek Myth.  | This week children will:Be introduced to the topic migration. During the week there will be a focus on scanning a text for information, identifying facts and opinions from a text and using evidence from a text to answer questions.  | This week children will:Collect ideas for a report on an animal migration using skimming and scanning skills.  | This week children will: Children will plan, draft and compose their own chronological report on animal migration.  |
| Mathematics | MEP | MEP | MEP | Assessment week | MEP | MEP | MEP | MEP |
| Science |  **Forces** May the force be with you!L.O Understand unsupported objects fall towards earth due to the force of gravity acting between the Earth and the falling object.  |  **Forces**Parachuting in!L.O Understand and identify the effects of air resistance that acts between moving surfaces.  |  **Forces**The Lever and Pulley Challenge!L.O. Recognise that some mechanisms including levers and pulleys allow a smaller force to have a greater effect.  |  **Forces**The bike Gears Challenge!L.O Identify the effects of friction that acts between moving surfaces.  | **Forces**The Goldilocks path Challenge!L.O Identify the effects of friction that acts between moving surfaces. |  **Forces**The Boat Challenge!L.O Identify the effects of water resistance that acts between moving surfaces.  |  |   |
| History/Geography |  | **L.O:** To understand that Britain has been invaded and settled numerous times and place these into context.To understand that several different tribes invaded Britannia after the Romans left in the early 5th century. | **L.O** To describe what Anglo-Saxon tribes would have been looking for in the lands they invaded.To learn where the main Anglo-Saxon kingdoms developed. | **L.O** To understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment. | **L.O** To understand why many Anglo-Saxon settlers came to Britain and to describe their farming methods. | **L.O** To understand that Anglo-Saxons made their own clothes from wool & plant materials, including the use of natural dyes. |  **L.O** To find evidence in their locality about the Anglo-Saxons. |  |
| Art / DT |  |  | Children will analyse and evaluate a range of Anglo Saxon long boats and materials used discussing any positives and negatives of this design.  | Children will collect design ideas and design criteria. Children will design their own plan for a long boat, specifying materials and equipment needed.  | Children will work in pairs to create their own long boat.  | Children will work in pairs to create their own long boat. | Children will work in pairs to create their own long boat. | Children will test their long boats in water to determine which one would survive the treacherous journey from Denmark to Britain. Back in class children will complete an evaluation of their product.  |
| Religious Education World Views |   |  | **Religion:** Christianity**Theme:** Christmas**Concept:** Incarnation | **Religion:** Christianity**Theme:** Christmas**Concept:** Incarnation | **Religion:** Christianity**Theme:** Christmas**Concept:** Incarnation | **Religion:** Christianity**Theme:** Christmas**Concept:** Incarnation | **Religion:** Christianity**Theme:** Christmas**Concept:** Incarnation | **Religion:** Christianity**Theme:** Christmas**Concept:** Incarnation |
| Computing |   |  We are bloggers Children will find out what makes a good blog. |  We are bloggersChildren will write a blog post to show their understanding of mountains, earthquakes and volcanoes. |  We are bloggersChildren will learn how to comment on other blog posts. | . We are bloggersChildren will continue to add to their blog, updating their knowledge on mountains, earthquakes and volcanoes. |  We are bloggersChildren will learn how to add an image to their blog post |  We are bloggers Children add their final comments to their blog and learn how to add a voice note. | We are bloggersChildren share their blogs and using a success criteria evaluate each others blog posts. |
| Music | Composer: John WilliamsTo appreciate and understand a wide range of high-quality recorded music drawn from different composers. | Composer: John WilliamsTo appreciate and understand a wide range of high-quality recorded music drawn from different composers. | Composer: Hans Zimmer To appreciate and understand a wide range of high-quality recorded music drawn from different composers. | Composer: Hans Zimmer To appreciate and understand a wide range of high-quality recorded music drawn from different composers. | Christmas Carols | Christmas Carols | Christmas Carols | Christmas Carols |
| PE | Yoga | Yoga | Yoga | Yoga | Yoga | Yoga | Yoga | Yoga |
| PSHE/RSE | Democracy | Democracy | Democracy | Democracy | Democracy | Democracy |  |  |
| MFL | Places in town | Places in town | Places in town | Places in town | Places in town | Places in town | Places in town | Places in town |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjectsThe History topic of ‘Anglo Saxons’ is linked to the following subjects:* Science – Forces topic will be linked to designing and creating their own Anglo Saxon long boats.
* DT- Children will plan, design and create a small Anglo Saxon long boat.
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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of LiverpoolN/A  |