



# Year 5 Medium Term Plan – Autumn Term

# Y5

The Big Question: Does Exploration and Discovery Always Benefit Humanity?

Class Trip: Jodrell Bank

The Shevington Federation

Class Reader: The Nowhere Emporium Ross Mackenzie | See you in the Cosmos Jack Cheng

Significant People: Louise Fili | David Attenborough

Creative Multiple perspectives Justify Debate Cause + Consequence Share a Story Make Connections Wider World Economise

LEVEL

3

## GEOGRAPHY



### South America

Locational Knowledge

- What are the countries of South America and what are their physical features?
- What are some of the significant human features of South America?
- What is life like for the descendants of the Maya civilisation?
- How does the Yucatan Peninsula differ with the UK?

### Biomes

- What and where are the different biomes of the Earth?
- How are biomes damaged, protected and preserved?

## HISTORY



### The Maya Civilisation

- Where and when did the Maya live?
- How do we know about the Maya civilisation?
- What was Mayan culture and society like?
- How does ancient Maya civilisation differ with our own?
- How did the Maya civilisation come to an end?

LEVEL

2

## ENGLISH



Narrative – One Small Step based on short film

Non- Fiction – Mars Transmission

Poetry – The Moon Robert Louis Stevenson

Oracy – We chose to go to the moon JFK

Non-Fiction – David Attenborough Autobiography

Narrative – The Nowhere Emporium

Essay – Does exploration and discovery always benefit humans?

## MFL



### Spanish

- Where I live (in the context of the Universe). Names of planets and their simple characteristics. Superlatives to describe some planets.
- Different habitats and their climates & endangered wildlife
- Recycling & recyclable materials
- Ways we can help the environment

LEVEL

1

## SCIENCE



### Earth & the Solar System

- How does the Earth and other planets move in relation to the Sun?
- How does the Moon move in relation to the Earth?
- How does the movement of the Earth relate to the day and night cycle?

### Forces

- What are the natural forces that affect the world around us?
- How does air, water and friction affect the movement of different materials?

## DESIGN & TECHNOLOGY



### Mechanical Systems

- Students will observe a variety of mechanical systems used in pop-up books
- Create a design and mechanical plan for creating their own pop-up book
- Students will read their finished pop-up books to Reception and Y1 students.

## COMPUTING



### Programming

- Use physical computing to explore the concept of selection programming.
- Introduction to a microcontroller and learn how to connect and program components.

LEVEL  
M

## MUSIC



### Ukelele

- Introduction to the ukelele.
- The fretboard and plucking technique.
- Simple chord formation.
- Playing as a chorus of instruments.



## ART

### Typography and Maps

- What is typography and how do designers use it?
- How can the way words look help us communicate ideas or emotions?
- Can we create our own typography and combine it with other visual elements to make a visual map?
- Can I evaluate my artwork, drawing on personal opinions and feedback from peers?

LEVEL

## RE



### Christianity

Why is it sometimes difficult to do the right thing?

Pupils should investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both individuals and communities.

### Islam

Why is the Qu'ran so important to Muslims?

Pupils should have opportunities to discuss what is meant as 'Ultimate Authority' and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities.



## PSHE

### Families, Relationships, Health & Wellbeing

- Exploring issues that might be encountered in a friendship.
- Identifying ways families might make children feel unhappy or unsafe and what to do if there is a problem.
- Exploring our own positive attributes.
- How to relax and destress.
- Consider food groups to plan healthier meals.

LEVEL

## PE



### Gymnastics

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Striking and Fielding

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending



## MATHS

Throughout the autumn term, we will be covering the following areas:

- Place value including Roman Numerals
- Addition and Subtraction
- Multiplication and Division
- Fractions



The Shevington Federation