



The Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'

Medium Term Planning

Year 5

Autumn Term 2018



Sparkling Start	Theme	Fabulous Finish
<p>Watch 'Macbeth' animation. Children will build rafts on water at Edgbaston Reservoir. We will also build shelters on the school grounds.</p>	<p>Macbeth</p> <p>What is Survival?</p>	<p>Children will produce, direct and perform a version of the Shakespeare play 'Macbeth' at the Birmingham Rep.</p>
<p>Big Ideas</p>	<p>As READERS we will read Shakespeare's play 'Macbeth'. Children will also read a retelling of the story to aid their understanding of Shakespeare language. We will also read a range of non-fiction texts both from information books and on the internet.</p>	<p>Through Design and Technology children will design mini theatres and create finger puppets to put on an adaptation of the play of 'Macbeth @ for groups of key stage 1 children. They will also create a 3D model of their favourite scene from Macbeth using shoe boxes.</p>
	<p>As WRITERS we will write stories focused on a basic plot of 'Voyage and Return' and 'Quests'. We will write playscripts, letters, emails, summaries and look at characterisation in Macbeth. We will compare and contrast different versions of 'Macbeth' but also look at the difference between modern day English and Shakespeare's English. Through drama we will write creatively and imaginatively.</p>	<p>As Historians we will research real life castaways and discover what life was like living on a desert Island. We will also research what life was like in Shakespeare's time.</p>
	<p>As MATHEMATICIANS we will be able to read, write, order and compare numbers to at least 1 000 000 and determine the value of each number. We will round number to a require degree of accuracy. We will add and subtract whole numbers with more than 4 digits, including formal and informal methods. We will multiply and divide 2/3/4 digit numbers by 1/2 digit numbers. We will also continually practise our times tables from 2x to 12 x</p>	<p>As Geographers we will use maps, atlases, globes and digital/computer mapping to locate islands and describe features. We will research types of settlement and land use. We will look at natural resources including energy, food, minerals and water.</p>
	<p>As Chemists we will learn about 'properties and changing of materials'. Children will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Children will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. We will demonstrate that dissolving, mixing and changes of state are reversible changes. Children will investigate how to purify water.</p> <p>As Biologists we will also explore Living things and their habitats'. Pupils will work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</p>	<p>As Artists we will look at works of famous artists focusing on seascape paintings. Rembrandt 'The storm on the sea of Galilee'. Children will then develop their own personal style of seascape painting drawing upon ideas from these artists.</p>

	As THEOLOGIANS we will look at the creation story and focus on when God created the sea and the land. We will find out about other stories in the Bible that refer to the Sea's and look at the symbolism involved e.g. St Paul sailing in a great Storm.	Through Music children will play and perform in solo and in groups, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children will also improvise and compose music using percussion instruments. This will be part of their finished performance at the Birmingham Rep.		
	Through Physical Education the children will take part in outdoor and adventurous activity challenges both individually and as part of a team.	Through PSHE we will focus on teamwork through looking at survival skills and citizenship. Children will consider how they support each other in their learning and in their everyday lives.		
Further Opportunities	Communication:	We will create an effective partnership by providing an open and communicative environment with its wider community, forming a link between the classroom and home, school and the family.		
	Readers:	We will use reciprocal teaching skills to clarify, predict, question, summarise and evaluate. We will also infer and make connections/links/comparisons between characters and different texts.		
	Writers:	We will be given the opportunity to write up experiments in Science. They will write non-chronological reports/explanatory texts in History and Geography. They will explore a range of genres in R.E and write emails in computing.		
	Mathematicians:	We will use mathematics in Science during investigations, in History looking at timelines and sequences of events and in Geography when we look at scales on maps.		
Oratory Curriculum Drivers	In our Spiritual and Moral Development	Through Enquiry	Through Emotional Awareness	Through Community / Diversity
	We will: look at the creation story in the Bible and other stories that refer to sea and Islands. We will also look at the symbolism of water in our own and other religions.	We will: look at how it is possible to purify dirty/salty water so that it is fit to drink. We will think about how actors' were different in Shakespeare's time and compare with our modern world. We will research real life castaways/explorers and consider emotions, circumstance and motives for surrounding being stranded on an island.	We will: develop our teamwork skills and learn to manage different viewpoints and ideas effectively. Whilst working in a team, we will develop our understanding of our strengths and weaknesses as individuals and how to use these when allocating tasks to groups members.	We will: perform our play 'Macbeth' at the Birmingham Rep. We will carry out raft building skills and shelter building in our local reservoir.
	Resilience - Don't Give up!	Right-Judgement		Respect/ Diversity
	We will know that whatever the challenge we can overcome it. However difficult we find something we will use higher order thinking skills and the help of our peers to get there in the end.	We will think about the choices we make and the affect these choices have on others. We will pray that the Holy Spirit guides us throughout the year helping us to make the right decisions.		We will recognise and respect the beliefs and practices of others particularly in relation to differing opinions or behaviors. Even when we disagree. We will use the language of critique to put our opinion across in a helpful and kind manner.



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Medium Term Planning, Weekly Overview Year 5 Autumn Term

Sparkling Start			Theme		Fabulous Finish	
WEEKS	1	2	3	4	5	6
Communicators	Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward	Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward	-Role Play Drama -Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward	-Role Play Drama -Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward	Role Play Drama -Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward	Role Play Drama - Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward
Readers	Read Macbeth by Andrew Matthews. Carry out related reading activities.	Read Macbeth playscript- provided by the SSF	Read Macbeth playscript- provided by the SSF. Children read in their given roles.	Read Macbeth playscript- provided by the SSF. Children read in their given roles.	Read Macbeth playscript- provided by the SSF. Children read in their given roles.	Read Macbeth playscript- provided by the SSF. Children read in their given roles.
Writers	Begin imitation/innovation phase for narrative- voyage and return- characterisation and setting	Invention phase for narrative- voyage and return- characterisation and setting	Begin imitation /innovation phase for Non-fiction biographies –Who is William Shakespeare?	Invention stage for Non-fiction biographies	Begin imitation /innovation phase for Non-fiction - Letter Writing/emails	Invention stage for Non-fiction –Letter Writing/emails.
Mathematicians	Place Value and addition: -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit -Round any whole number to a required degree of accuracy. -Determine the value of each digit in any number.	Place value and multiplication: - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Place value and multiplication: -multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Addition: - Add whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction) -Add and subtract numbers mentally with increasingly large numbers.	Addition: - Add whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction) -Add and subtract numbers mentally with increasingly large numbers.	Subtraction: - Subtract whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction) -Add and subtract numbers mentally with increasingly large numbers.
Scientists	Solids, Liquids and Gases: -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency		Solids, Liquids and Gases: -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving Purifying dirty water survival		Mixtures, Separating, filtering, sieving and evaporating: -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Purifying salty water-survival	

Theologians	-To learn how the Bible is arranged. To understand how to find texts within the Bible e.g. The Creation Story	-To understand the numbering of chapters and verses in the Bible and how they can tell which is a chapter and which is verse. -To find given examples and summarise findings	-To know that there are two stories of creation in the book of Genesis and to compare and contrast both stories.	-To continue to compare and contrast the two creation stories.	-To understand what is meant by the terms 'image' and 'likeness'. -To understand what we can do to live in God's image and likeness. How to use our God given talents.	-To understand what we can do to live in God's image and likeness. How to use our God given talents.
Computing			Give examples of the risk of online communities and demonstrate knowledge of how to minimise risk and report problems.			Understand the effect of online comments and show responsibility and sensitivity when online.
Geographers				Locate Islands on a world map. -link with History e.g. castaways		Describe features of Islands and surrounding seas. -link with History e.g. castaways
Historians		Who is Shakespeare? Plot main events of life on a timeline.		Real Life Castaways Biographies		Real Life Castaways Biographies
Musicians	Play and perform			Improvise and improve		
PSHE	Survival Skills		Teamwork		Citizenship	
Physical Education	Survival: Take part in outdoor and adventurous activity challenges both individually and as part of a team.			Work alone, or with team mates in order to gain points for possession.		
ART/DT	Develop imaginatively extend ideas from starting points throughout		Sketch (lightly) before painting to combine line and colour.			Comment on artworks with a fluent grasp of visual language.

WEEKS	7	8	9	10	11	12
Communicators	Role Play Drama Inform parents Ready for performance	Role Play Drama Inform parents Explain scenery, sound, music, lighting and staging to Birmingham Rep staff ready for performance	Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward	Be able to summarise Shakespeare's language for a younger audience	Deliver an adaptation of Shakespeare's play 'Macbeth' to a KS1 children	Use the language of critique with peers to identify strengths in learning and give pointers to move learning forward
Readers	Read Macbeth playscript- provided by the SSF. Perfect for performance	Read Macbeth playscript- provided by the SSF. Perfect for performance	Read Macbeth by Usbourne Young readers. Carry out related reading activities. Compare and contrast with Andrew Matthews	Read Macbeth by Usbourne Young readers. Carry out related reading activities. Compare and contrast with Andrew Matthews	Read Classic Poetry <i>The Walrus and the Carpenter</i> by Lewis Carroll	Read Classic Poetry <i>Cautionary Tales</i> by Hilaire Belloc
Writers	Rehearsals for Play at SSF		Begin imitation/innovation phase for narrative-Quest	Invention phase for narrative-Quest	Write own modern day cautionary poems.	Write own modern day cautionary poems.

Mathematicians	Multiplication & Division Multiply and divide numbers mentally drawing upon known facts.	Multiplication & Division Multiply and divide whole numbers by 10, 100 and 1000. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.	Multiplication & Division Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context	Multiplication & Division Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context	Statistics Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	Statistics Complete, read and interpret information in tables including timetables.
Scientists	Changes of State- irreversible and reversible changes: demonstrate that dissolving, mixing and changes of state are reversible changes	Changes of State- irreversible and reversible changes: - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Life Cycles Habitats: -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Plants: -describe the life process of reproduction in some plants	Life Cycles: -describe the changes as humans develop to old age	Compare and contrast the plants and animals on a desert island with the ones in our school environment.
Theologians	Matthew 8:23-27 Jesus Calms a Storm Luke 8:23- Jesus Stills a storm Compare and Contrast	Matthew 8:23-27 Jesus Calms a Storm Luke 8:23- Jesus Stills a storm Compare and Contrast	The great Storm on the Sea of Galilee: Rembrandt seascape Children will continue with their seascape pictures.		Identify Psalms that make references to a storm Psalm 107:29 ²⁹ He made the storm be still, and the waves of the sea were hushed.	Advent/Christmas
Computing	Contribute to blogs that are moderated by teachers.			Choose the most suitable applications and devices for the purpose of communication.		
Geographers			Survival/Islands: Focus on types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Survival/Islands: Focus on types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
Historians	Cross-curricular links throughout					
Musicians	Play and perform	Improvise and improve				

PSHE	Survival Skills					Teamwork					Citizenship				
Physical Education	Dance Performance Gymnastics Create complex and well executed sequences that include a full range of movements.														
Art/DT	Use the qualities of watercolour to create a visually interesting piece.									Create original pieces that show a range of influences and style					