'The one who gets wisdom loves life.' Proverbs 19:8

Starling Class Autumn Term
Medium Term Plan

Subject:	Autumn 1	Key focus and main outcomes:		Autumn 2	Key focus and main outcomes:
English: Writing	Texts: Viking Boy	- Narratives with dialogue - Information Text (based on The Vikings) - Poetry (linked to Guided Reading.		Texts: Chaperone Rouge (Literacy shed)	Narrative with atmosphere Instructions Poetry linked to Guided Reading.
English: Grammar and punctuation skills		Year 5 • There are three main types of sentence: simple sentences, compound sentences and complex sentences. • Phrases are parts of a sentence without a verb. • Clauses are parts of a sentence which include a verb. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. • We use paragraphs to group sentences that are about the same topic or idea. • We use commas to clarify meaning or avoid ambiguity. Year 6 • Spend the first few weeks cementing the main sentence writing small steps already taught.			Year 5 • Parenthesis is when we insert additional clauses into a sentence to add extra detail or information. • We can use relative clauses to add parenthesis to our sentences. • Relative clauses begin with 'who', 'which', 'where', 'when', 'whose', 'that'. • We use commas when the parenthesis is smoothly inserted into the flow of writing and it is linked closely. Year 6 • We know there is a difference between vocabulary and grammar of informal speech/writing and formal speech/writing e.g. find out – discover; ask for – request e.g. using contractions • We use a different 'writer's voice' for different purposes. For example, letters to important people use a more formal voice. • We can develop a character more fully if we give them a specific 'voice' in sections of dialogue, such as an informal or accented voice (e.g. a Victorian child). • The subjunctive form is a formal way to voice wishes, hypothetical scenarios or suggestions, such as, 'If I were

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		• We use commas to clarify meaning or avoid ambiguity. • We use commas, dashes and brackets to add parenthesis to our sentences. We use each type of punctuation for a slightly different impact on the reader. • Ellipsis is shown by three dots and demonstrates an incomplete thought or action which is left to the reader's imagination. • Authors use ellipsis to develop suspense, a trailing off of thought or a character's reflection. • Ellipsis can be used at the end of one paragraph for dramatic pause, which is then picked up or completed in the subsequent paragraphs. • Words are related by meaning as synonyms and antonyms. • Layout devices are used to better structure text e.g. headings, sub-headings, columns, bullet points, tables • We use devices to build cohesion within and across paragraphs e.g. pronouns/nouns and conjunctions; adverbials, vocabulary choices, substitution, ellipsis (word omission), consistent verb tense, paragraphs			you…', 'Were I prime minister, I would…' or 'I wish it were sunny.' It uses the verb form 'were' instead of 'was'. • Formal adverbial phrases, such as 'on the other hand', or 'in contrast to' can help link ideas between different paragraphs.



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Maths	Place Value Number: addition and subtraction Number: multiplication and division	• Roman numerals to 1,000 • Numbers to 100,000 • Numbers to 1,000,000 • Read and write numbers to 1,000,000 • Numbers to 10,000,000 • Read and write numbers to 10,000,000 • Powers of 10 • Partition numbers to 10,000,000 • Number line to 10,000,000 • Compare and order any integers • Round within 100,000 • Round any integer • Count through zero • Compare and order negative numbers • Calculate with negative numbers • Mental strategies • Add integers • Subtract integers • Inverse operations and missing numbers • Reason from known facts • Multiples • Common multiples • Factors • Common factors • Rules of divisibility • Prime numbers • Square and cube numbers		Number: multiplication and division Fractions	• Multiply a 2-digit number by a 2-digit number • Multiply up to a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Divide a 4-digit number by a 1-digit number • Division using factors • Introduction to long division • Long division with remainders • Solve problems with division • Efficient division • Solve multi-step problems • Order of operations • Mental calculations and estimation • Reason from known facts • Recognise equivalent fractions • Equivalent fractions and simplifying • Equivalent fractions on a number line • Convert improper fractions to mixed numbers • Convert mixed numbers to improper fractions • Compare fractions (denominator) • Compare fractions (numerator) • Order fractions • Add and subtract fractions with the same denominator • Add fractions where one denominator is a multiple of the other • Add any two fractions • Add mixed numbers

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		• Multiply by 10, 100 and 1,000			• Subtract fractions where one denominator is a multiple of the other • Subtract any two fractions • Subtract from a mixed number • Subtract from a mixed number – crossing the whole
History	Why do people invade and settle? The Vikings struggle for England.	• Who were the Vikings and why did they come to Britain? • What happened at Lindisfarne in 793AD? • Why did Vikings change from raiders to invaders? • What was Danelaw and how was it formed? • What impact did the Vikings have on the etymology of our words? • Would the Viking Danelaw or the Anglo-Saxon kingdoms have been a better place to live? • What have we learned about? Why do people invade and settle? •		Geography focus	Geography focus
Geography	History Focus	History Focus		Earth Systems/Place/ Space/Scale Why did local settlements change over time? Compare Wells and Bristol	•
Art	DT focus	DT focus		Sculpture and 3D: Interactive installation	• Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions.

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					• Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive
DT	Textiles: Waistcoats	• Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product.		Art focus	Art focus

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Science	Animals including humans	• Pupils to devise a comparative enquiry question to find out how people change as they get older. • Pupils to plan their own experiment about how people change as they get older – write the method and design a table for recording • Carry out a pattern seeking investigation to identify relationships between mass of animals and their gestation period.		Forces	• Plan a scientific enquiry to answer a question about friction. • Decide the variables to be controlled. • Plan a scientific enquiry, making choices about the variables to be changed to test the impact of air resistance. • Make independent decisions about repeat readings. • Use knowledge of water resistance to make predictions. • Plan a scientific enquiry to test the effects of shape and surface area on water resistance.
PSHE	Me & My Relationships	• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Recognise the qualities of a healthy friendship; • Describe how disagreements and conflicts can affect friendships; • Recognise personal boundaries and identify when and how to seek help if a friendship makes someone feel unsafe, unhappy, or uncomfortable • Demonstrate how to respond to a wide range of feelings in others; • Give examples of healthy friendship qualities and respectful behaviour; • Identify when, why, and how to seek help from a safe adult.		Valuing Difference	• Explain why friendship is important; • Define some key qualities of friendship and describe ways of making a friendship last; • Explain why friendships sometimes end; • Identify how to seek help if a friendship is making them feel unhappy or unsafe. • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Rehearse active listening skills: • Demonstrate respectfulness in responding to others;

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		• List the qualities of a healthy relationship; • Explore assertive skills; • Identify who they could talk to if they needed help for themselves or o Recognise basic emotional needs, and recognise that they change according to circumstance; • Recognise that emotions and responses can be different for different people. • Recognise the importance of respecting the different needs and wishes of others.			• Respond appropriately to others. • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others.
Music	Composition and Notation Ancient Egypt	• Sing in time and in tune with other people and the backing track. • Remember the lyrics to a song. • Identify the structure of a piece of music and match this to non-standard notation. • Improvise their own piece of music. • Play a melody with reasonable accuracy. • Perform with confidence and in time with others. • Compose and play a melody using stave notation. • Contribute meaningfully to the group performance and composition. • Use hieroglyphic notation to show the structure of their piece.		Composition to represent the festival of colour Holi	• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

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					• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. • Using musical vocabulary to offer constructive and precise feedback on others' performances.
RE	Christians and how to live: what would Jesus do?	• Where do Christians find out about what Jesus did? • Why do Christians think it is wise to follow Jesus' teachings? • What was Jesus' sermon on the mount about? • How do some Christians follow Jesus' example in caring for those in need? (part 1) • How do some Christians follow Jesus' example in caring for those in need? (part 2) • How far do Jesus' teachings and actions inspire others?		Why do Christians believe that Jesus was the Messiah?	• What was going on that meant the People of God needed a saviour? • What kind of rescuer/messiah were people expecting? • Why do Christians believe that Jesus fulfils the expectations of the Messiah? • Why do most Christians believe Jesus is the Messiah? • How does Christmas fit in with Christian's beliefs about Jesus? • Why do Christians believe Jesus was the messiah?
MFL - French	Transport	• Identify which nouns are cognates or near cognates. • Use language detective strategies to work out the meaning of new words. • Form simple statements by adapting a model. • Applying accurate word order in French. • Identify and extract key information from short texts. • Write sentences containing familiar language, with correctly formed accents.		In my French house	• Understand the French words for different types of houses and their rooms. • Ask and answer questions using vocabulary about houses and rooms. • Remember and understand the elements of a house. • Use a writing frame to create a written description of a house. • Label things in a bedroom and use the related vocabulary in simple sentences. • Use prepositions accurately, both verbally and in written sentences.



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		• Use the verb **aller** in the present tense to ask for and give information about how people travel. • Select the correct preposition **en** or **à** depending on the type of transport.			• Write a letter to describe all the rooms in a house, using at least three prepositions accurately to say where things are.
Computing	Computing Systems	• Internet addresses • Data packets • Working together • Shared working • How we communicate • Communicating responsibly		Creating Media	• What makes a good website? • Becoming a web designer • Copyright or copyWRONG? • How does it look? • Follow the breadcrumbs • Think before you link!