

Medium Term Plan – Year 5 Autumn 1

Art	<u>Viking Art (Block Printing)</u> <ol style="list-style-type: none"> To explore Viking art and identify its key characteristics and features. To create and draw patterns inspired by Viking knots. Design and create a textured printing block, inspired by Viking knots patterns. Block print a repeating pattern. Evaluate own design and the designs of others.
Computing	<u>Coding:</u> Code Studio Course E, Lessons 1-6; <ol style="list-style-type: none"> Order movement commands as sequential steps in a program Identify the benefits of using a loop structure Determine whether a conditional is met based on criteria Consider the way in which commands should be given to produce the right result Create new sprites and assign them costumes and behaviours <u>E-Safety and Digital Citizenship</u> <ol style="list-style-type: none"> I understand the importance of e-safety and can keep myself safe on line. I can identify the reasons why people share information about themselves online. I can explain the difference between private and personal information. I can explain why it is risky to share private information online. I can reflect on the characteristics that make someone an upstanding digital citizen. I can recognize what cyberbullying is. I can show ways to be an upstander by creating a digital citizenship superhero comic strip.
History	<u>Vikings</u> <ol style="list-style-type: none"> What happened to Britain when the Romans left? How well did the Saxons and Vikings get on with each other? Was life better in Anglo-Saxon or Roman Britain? What did the Anglo Saxons and Vikings leave behind?
PE	<u>Health related exercise</u> <ol style="list-style-type: none"> I understand how food and drink effects my body. I understand that I can exercise and different intensities. I understand the relationship between the body and exercise to improve various fitness components. I can perform at an optimum level in different types of throw, jump and run. I can begin to understand how the body functions and changes during exercise. <u>Gymnastics – Premier Sports</u> <ol style="list-style-type: none"> I can create longer and more complex sequences and adapt performances. I can develop symmetry individually, as a pair and in a small group. I can compare performances and judge strengths and areas for improvement. I can perform more complex actions, shapes and balances with consistency. I can use information given by others to improve performance.
PSHE	<u>Being me</u> <ol style="list-style-type: none"> I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this.
RE	<u>Sikhism- beliefs</u> <ol style="list-style-type: none"> I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
Science	<u>Materials</u> <ol style="list-style-type: none"> I can recognise that materials are used in many different ways and for particular purposes within buildings. I can plan a fair test to investigate different carrier bags and collect evidence to make recommendations regarding their use. I can plan and carry out comparative tests to find out which material is best for picnic plates. I can use evidence from investigations to explain how a cool bag works as an insulator. I can observe, measure, describe and explain the changes that happen to a mystery material when water is added. I can present findings from a comparative test of nappies as a recommendation for parents of babies.

A Sense of Enterprise	Homework Project	Ideas for Display
	Linked to Vikings	Vikings RRSA class charter Science – materials
Learning outside the classroom	RRSA	Local cultural links including trips and visits
TBC Vikings Science materials	Wants and Needs cards Class Charter Photo homework UNICEF Outright Campaign	Hi-Impact Curriculum Workshop: Lights and Shadows

