



Street Lane Primary School

Year 5/6 Medium Term Planning – Autumn Term Two 2023/2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English WCR Secrets of a Sun King and a range of other texts.	Continuing Simone Biles Biography Writing	Anti Bullying Week BBC Live Lesson Poetry	Tadeo Jones - Narrative Writing Based on Egyptians. Week 5 - Assessment Week			Narrative Writing - Christmas Adverts.	
SP&G	Sentence Structure Revision - complex and compound sentences and coordinating and subordinating conjunctions.	Word Classes	Expanded noun phrases Sentence openers to support cohesion (linked to Rainbow Grammar): Ing clauses (adverbial phrases) ed clauses (adverbial phrases)	Direct speech	Direct and reported speech	Use of the passive voice.	Pronouns Parenthesis: relative clauses



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Mathematics	Place Value Decimals	Place Value Decimals	Addition and Subtraction	Addition and Subtraction (including decimal numbers)	Multiplication and Division Assessment Week	Multiplication and Division (including decimal numbers)	Fractions
Science Forces	<p>Materials Continued</p> <p>Always, Sometimes, Never: mixing materials can always be reversed.</p> <p>LI: To investigate the impact of mixing materials and how the process can be reversed.</p> <p>(This will include reversible and</p>	<p>Hook and Nook</p> <p>The metal or the wood?</p> <p>LI: To recap what we know about forces already and create a vocabulary bank.</p>	<p>The feather or the bowling ball?</p> <p>LI: To understand how objects fall to the ground.</p>	<p>What would you wear to jump out of a plane?</p> <p>Working Scientifically - Fair testing.</p> <p>LI: To identify and explain the effects of air resistance.</p>		<p>Would you rather race a sailfish or a sea horse?</p> <p>LI: To identify and explain the effects of water resistance.</p>	<p>How did the Egyptians have the strength to build pyramids?</p> <p>LI: To recognise that some mechanisms including levers pulleys and gears, allow a smaller force to have a greater effect.</p>



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	irreversible changes).					
Humanities History	<p>How did communication in Ancient Egypt compare to Britain? What impact did it have?</p> <p>Skill:</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>I can summarise how Britain may have learnt from other countries and civilisations (historically and more recently). (Year 6)</p> <p>I can compare two or more historical periods;</p>	<p>The 3 R's: How did Egyptian learning compare to our learning?</p> <p>Skill:</p> <p><u>Chronology</u></p> <p>I can make comparisons between different time periods in the past. (Year 5)</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>I can summarise how Britain may have learnt from other</p>	<p>Why was Egyptian landscape significant for Ancient Egyptians?</p> <p>Skill:</p> <p><u>Interpretation of History</u></p> <p>I can describe the features of historical events and ways of life from periods I have studied (Year 6)</p> <p>I can confidently use the library and internet. (Year 6)</p> <p>Skill:</p> <p><u>Historical Enquiry</u></p> <p>I can use evidence to build up a picture of a past event. (Year 5)</p> <p>I can use a range of sources to find out about an aspect of time from the past. (Year 6)</p>	<p>Ancient Egypt: How did it all begin?</p> <p>Skill:</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>I can study different aspects of different people e.g differences between men and women. (Year 5)</p> <p>I can explain a past event in terms of cause and effect, using evidence to</p>	<p>Jealousy and revenge: how can it tare a family apart?</p> <p>Skill:</p> <p><u>Chronology</u></p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened. (Year 6)</p> <p><u>Interpretation of History</u></p> <p>I can offer some reasons for different</p>	<p>Would you rather have been a man or a woman in Ancient Egypt?</p> <p>Skill:</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>I can study different aspects of different people e.g. differences between male and female/ rich or poor experiences. (Year 5)</p>



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	<p>explaining things which changed and things which stayed the same. (Year 5)</p> <p>I can identify and explain differences, similarities and changes between different periods of history. (Year 6)</p>	<p>countries and civilisations (historically and more recently). (Year 6)</p>			<p>support and illustrate. (Year 6)</p> <p>Skill:</p> <p><u>Historical Enquiry</u></p> <p>I can bring knowledge gathered from several sources together in a fluent account. (Year 6)</p>	<p>versions of events. (Year 5)</p>	
<p>Computing</p> <p>Data and Information - Spreadsheets</p> <p>Tech Computing Unit</p>	<p>Collecting Data:</p> <p>LI: To create a data set in a spreadsheet I can collect data I can suggest how to structure my data</p>	<p>Formatting a Spreadsheet:</p> <p>LI: To build a data set in a spreadsheet I can explain what an item of data is I can choose an appropriate</p>	<p>What's the Formula?</p> <p>LI: To explain that formulas can be used to produce calculated data I can explain which data</p>	<p>Calculate and Duplicate:</p> <p>LI: To apply formulas to data I can calculate data using different operations</p>	<p>Event Planning:</p> <p>LI: To create a spreadsheet to plan an event I can use a spreadsheet to answer questions</p>	<p>Presenting Data:</p> <p>LI: To choose suitable ways to present data I can produce a chart I can use a chart to show</p>	<p>Pop Quiz</p>



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	I can enter data	format for a cell I can apply an appropriate format to a cell	types can be used in calculations I can construct a formula in a spreadsheet I can identify that changing inputs changes outputs	I can create a formula which includes a range of cells I can apply a formula to multiple cells by duplicating it	I can explain why data should be organised I can apply a formula to calculate the data I need to answer questions	the answer to a question I can suggest when to use a table or chart	
Art/DT Felting and Egyptian Art	INSET	LI: To research Egyptian art and use this to create our own.	LI: To understand the materials that we could use to create our own designs.	LI: To understand the process and the equipment that we could use.	LI: To create our own Egyptian art piece.	LI: To evaluate the process and our work.	Christmas Craft
PE	INSET	Invasion Games Assessment	Invasion Games LI: To dribble in different ways with control under pressure.	Invasion Games LI: To pass in the best way with speed and accuracy under pressure.	Invasion Games LI: To receive a ball under pressure linking to other skills.	Invasion Games LI: To shoot under pressure linking to other skills.	Invasion Games LI: To compete and succeed individually and as a team in an invasion game.



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Music Kapow Unit	LI: To appraise different musical features in a variety of film contexts	LI: To identify and understand some composing techniques in film music	LI: To use graphic scores to interpret different emotions in film music	LI: To create and notate musical ideas and relate them to film music	LI: To create and notate musical ideas and relate them to film music	LI: To play a sequence of musical ideas to convey emotion	INSET
PSHE Exploring Emotions		Anti Bullying Week	LI: To explore the many different emotions that we could feel.	LI: To recognise how situations can make us feel and how we express them.	LI: To recognise our own and others' early warning signs.	LI: To know how we seek support for ourselves and for others.	LI: To create our own action plan for helping us to be successful and to understand each other.
RE Hindu Beliefs	What do we already know about Hinduism?		What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?		What does harmless mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?		How do Hindus show their commitment to ahimsa through acts of service or sewa?