
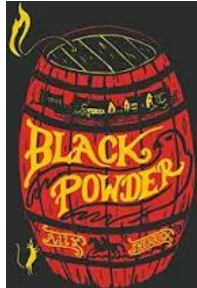



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| <div>Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div> | | TLC Text: Black Powder <div></div> | | | TLC Hook: Black Powder Day: History | |
| Year Group: Year 5 | | Term: Autumn 2 | | | | |
| Autumn Half Term 2 | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| English | <p>To understand the difference between literal and inferred</p> <p>To build basic understanding of Characters and plot</p> <p>To understand concept of stereotype</p> <p>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> | <p>To understand how to change narrative to a playscript</p> <p>ORACY: To use intonation and volume in oral performance</p> <p>To understand features of a playscript</p> <p>To understand how a play script should be set out and what needs to be included.</p> <p>To write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Précising longer passages</p> | <p>To draw inferences about characters emotions, thoughts and feelings</p> <p>To support inferences using evidence from the text</p> <p>ORACY: To understand how dialogue can move the plot forward</p> <p>To use stage directions to state how characters need to move and speak.</p> <p>To be able to write their own playscript independently</p> <p>Author Write : Playscript</p> | <p>To identify relative pronouns.</p> <p>To identify and use relative clauses to add important information</p> <p>To maintain cohesion</p> | <p>To understand features of a persuasive speech</p> <p>To understand nature and use of verb forms and how modal verbs link to ambiguity</p> <p>To understand how to create cohesion within their speech</p> | <p>To understand features of a persuasive speech</p> <p>To understand nature and use of verbal forms and modal verbs link to ambiguity</p> <p>To understand how to create cohesion within their speech</p> <p>Author Write : Speech</p> |
| Grammar & Punctuation | <p>To use expanded noun phrases to convey complicated information concisely</p> <p>To use modal verbs or adverbs to indicate degrees of possibility</p> | <p>To use the perfect form of verbs to mark relationships of time and cause</p> | <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> | <p>To punctuate dialogue consistently and accurately to advance the action</p> <p>To convert dialogue to playscripts obeying the punctuation and grammar conventions of a playscript</p> | <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> | <p>To use apostrophes for contraction and possession (to enhance dialogue to convey character and bring cohesion)</p> |
| Spelling | <p>To review selected spellings taught last half term</p> | <p>To revise from previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’)</p> | <p>To implement strategies for learning words: words from statutory and non-statutory lists</p> | <p>To use hyphens accurately</p> <p>To implement strategies for learning words from</p> | <p>To use proofreading, focusing on checking words from spelling lists.</p> | <p>To use dictionaries to create word webs</p> |

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| | To learn strategies for learning Homophones | To revise from previous years: apostrophe for contraction and possession | To review use of the hyphen | statutory and non-statutory spelling lists | To use a dictionary to support learning word roots, derivations and spelling patterns | To use strategies at the point of writing: building new words from known morphemes |
| <p>Maths <i>Multiplication and Division</i></p> <p><i>Fractions</i></p> | <p>To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>To establish whether a number up to 100 is prime and recall prime numbers up to 19</p> | <p>To recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> | <p>To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>To multiply and divide numbers mentally, drawing upon known facts</p> | <p>To Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>To Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> | <p>To compare and order fractions whose denominators are all multiples of the same number</p> <p>To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> | <p>To add and subtract fractions with the same denominator, and denominators that are multiples of the same number</p> <p>To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number</p> |
| <p>Science <i>Forces</i></p> <p><i>Materials</i></p> | <p>To identify the effects of water resistance</p> <p>Working Scientifically: To explain predictions in writing using scientific knowledge To use averages to gain one representative result from a set of repeated result</p> | <p>To set up an experiment to explore the effects of water resistance</p> <p>Working Scientifically: To explain predictions in writing using scientific knowledge To use averages to gain one representative result from a set of repeated result</p> | TAPS ASSESSMENT | <p>Materials</p> <p>To compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) and response to magnets</p> <p>Working Scientifically</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>To record data and results of increasing complexity using tables and scatter graphs.</p> | <p>To compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).</p> <p>Working Scientifically</p> <p>To use test results to make predictions to set up further comparative and fair tests.</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays & presentations.</p> | <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Working Scientifically</p> <p>To record data and results of increasing complexity using tables and scatter graphs.</p> |
| <p>History Crime and Punishment</p> | <p>The Roman Legacy To understand some of the terms used in crime and punishment.</p> <p>To find out about what the Romans believed about crime and punishment.</p> | <p>Anglo-Saxon Laws and Justice To find out how the legal system worked in Anglo-Saxon Britain.</p> <p>To compare both the modern British and Roman</p> | <p>The Torturing Tudors! To find out about different punishment methods that were popular during the Tudor period.</p> <p>To compare crime and punishment in the Tudor era with earlier eras.</p> | <p>The Highway Man: Hero or Villain? To find out about the life of Dick Turpin by using sources</p> <p>To use source material to inform understanding of</p> | <p>Victorian Prisons To develop knowledge of Victorian Crime and punishment</p> <p>To understand the experiences of Victorian prisoners.</p> | <p>Through the Ages To note connections, reflect on learning about the history of crime and punishment in Britain.</p> |

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| | | justice system with that of the Anglo-Saxons. | | contemporary C18th crime and punishment | | To compare modern methods of crime prevention and detection with what existed in the past |
| Art <i>Pointillism</i> | <p>To look at different examples of pointillism</p> <p>To try different styles of blending</p> <p>To learn how to blend points of primary colours in order to trick the eye into seeing secondary colours by using the colour wheel</p>  <p>To discuss technical vocabulary needed. Tone, mix, palate, etc</p> | <p>To practice creating different tone pallets of colours then applying to practice piece in sketch book.</p> <p>To pointillise London landscape showing awareness through brush stroke direction and colour choices of:</p> | To create a piece of art inspired in Monet (impressionism) style using pointillism | Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively. | | |
| Music <i>Why we sing</i> | <p>To learn about spirituals and Gospel music.</p> <p>To listen to recordings of spirituals and Gospel music.</p> <p>To learn about Gospel songwriter and artist Kirk Franklin.</p> <p>To watch a performance of <i>Why we sing</i> and discuss the music.</p> | | <p>To warm up bodies and voices with <i>Let's start to sing</i>.</p> <p>To recap what they have learnt about Gospel music.</p> <p>To join in with a performance of <i>Why we sing</i>.</p> <p>To work on skills of phrasing and articulation in singing.</p> <p>To practise Christmas carols in preparation for Christingle Service</p> | | <p>To compare the features and styles of Gospel pioneers and more contemporary artists.</p> <p>To listen and move in time to songs in a Gospel style.</p> <p>To participate in a performance of <i>Why we sing</i>, incorporating things they have learnt about performing music in a Gospel style.</p> <p>To practise Christmas carols in preparation for Christingle Service</p> | |
| MFL (French) <i>La date</i> | To learn how to recognise, recall and spell the 7 days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson. | To consolidate the 7 days of the week taught last lesson and will learn how to recognise, recall and spell the 12 months of the year in the foreign language. | To consolidate all language taught so far in the unit and will progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language. | To start to put all their new language into context by learning the structure necessary to say the date in the foreign language. | To build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language. | To revise and consolidate all language covered in the unit and complete the end of unit assessment. |
| Outdoor P.E. <i>Swimming</i> | The children will complete 10 swimming lessons, across one full term, focusing on three broad objectives: to swim 25 meters unaided (any stroke), to perform a self-rescue and to swim three different strokes – front crawl, back stroke and breaststroke. | | | | | |
| Indoor P.E. <i>Fitness</i> | To understand how speed helps me in | To understand how strength helps me in | To understand how agility helps me in other activities and apply this. | To understand how balance helps me in | To understand how co-ordination helps me in other activities and apply this. | To understand how stamina helps me in |

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| | other activities and apply this. | other activities and apply this. | | other activities and apply this. | | other activities and apply this. |
| R.E. <i>Why doesn't Christianity look the same?</i> | To investigate how a religion can begin by exploring the story of Pentecost and the start of the Christian church | To explore the impact of historical figures on the development of Christian beliefs and practices. | To find out how Christianity has changed over time by learning about how different groups (denominations) have formed. | To explain how different interpretations of the Bible lead to different Christian beliefs about the Holy Spirit. | To compare how Christians show their beliefs by looking at how different denominations practise. | To investigate how religions can change by exploring how Christianity continues to develop in the world today. |
| Computing <i>We are adventure Gamers</i> | To analyse games and plan their own | To create and source assets | To create a prototype of a Scratch game | To debug the game script | To test and improve their game | To write game instructions and publish their games |
| Life Skills (PSHE & RSHE) <i>Health & Wellbeing</i> | To use yoga poses and breathing to relax. | To understand the benefits of sleep. | To understand the purpose of failure. | To learn how to set short-term, medium-term and long-term goals. | To use vocabulary to describe their feelings and take responsibility for them. | To understand and be able to plan healthy meals. |

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!

| Supplementary Texts | Same Author | | Readers also liked... | | Non-Fiction | |
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| Smuggler's Daughter Philip Ardagh | Rebel Heart Ally Sherrick | Buried Crown Ally Sherrick | The Highway Man Alfred Noyes | The Building that made London The National Archive | The Gunpowder Plot Gillian Clements | Bombs and Broomsticks Horrible Histories |