



Hillcrest Primary School

Medium Term Plan

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.

TLC Text:
Kensuke's Kingdom



TLC Hook:
"Sea Survival day"

Year Group: 5

Term: Autumn 1

Autumn Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>To understand the difference between literal and inferred statements</p> <p>To able to support inferences using evidence from the text</p> <p>To build a basic understanding of both characters and plot</p> <p>To understand and develop the concept of story mapping</p>	<p>To understand features of a log</p> <p>To be able use time connectives</p> <p>To understand how to write from the perspective of one of the characters in the story</p> <p>To be able to draw inferences about characters emotions, thoughts and feelings</p>	<p>To be able to use thesaurus to extend vocabulary within sentence work</p> <p>To be able to describe senses, emotions and feelings experienced by the characters in the book.</p> <p>To use imagination and inference to plan for the future from the perspective of the main character</p> <p>To be able to annotate a WAGGOL</p> <p>To invent and design their own island based using TLC book as inspiration</p>	<p>To develop understanding of figurative language</p> <p>To use figurative language to up skill the descriptive imagery of their writing</p> <p>To utilise what they have learned to create an Author Write description of an island</p>	<p>To identify and use relative pronouns</p> <p>To create relative clauses to add detail and information about the characters.</p> <p>To be able to use editing to enhance the cohesion of writing</p> <p>To understand how to gain cohesion within writing and less ambiguity</p>	<p>To empathise with characters thoughts and feelings</p> <p>To use drama to investigate characters thoughts and feelings</p> <p>To create cohesion through paragraph structure</p> <p>To use first person tensing to write a letter to parents</p> <p>To utilise what they have learned to create an Author Write message in a bottle.</p>
Grammar & Punctuation	<p>To revise what makes a sentence – subject/verb</p>	<p>To use time connectives</p>	<p>To use a thesaurus/dictionary to extend vocabulary within sentence work</p>	<p>To identify figurative language and write definitions.</p> <p>To use figurative language to up skill the descriptive imagery of their writing</p>	<p>To identify and use relative pronouns</p> <p>To introduce and write relative clauses about Kensuke and other characters.</p>	<p>To use cohesive devices - pronouns/determiners/adverbs/ellipsis/conjunction/paragraph structure when writing personal letter.</p> <p>To use first person tensing to write a letter to parents</p>
Spelling	<p>To learn words with the letter string 'ough'</p>	<p>To learn words with 'silent' letter Words with the letter string 'ough'</p>	<p>To use strategies for learning words: words with 'silent' letters from statutory and personal spelling list eg doubt, island, lamb,</p>	<p>To learn words ending in '-able' and '-ible</p> <p>To learn Y5 Common Exception Words</p>	<p>To learn homophones eg (isle/aisle, aloud/allowed)</p>	<p>To use strategies for learning words: homophones (affect/effect, herd/heard)</p> <p>To learn Y5 Common Exception Words</p>

		To learn Y5 Common Exception Words	To learn Y5 Common Exception Words		To learn words ending in '-able' and '-ible'	
<p>Maths</p> <p><i>Place Value</i></p> <p><i>Addition and Subtraction</i></p> <p><i>Multiplication and Division</i></p>	<p>To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p>	<p>To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p>	<p>To read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</p> <p>To solve number problems and practical problems involving the above</p>	<p>To round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>To add and subtract numbers mentally with increasingly large numbers</p>	<p>To add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)</p> <p>To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	<p>To Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p>
<p>Science</p> <p><i>Forces</i></p>	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Working Scientifically: To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>To identify the effects of friction, that act between moving surfaces</p> <p>Working Scientifically: To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results</p>	<p>To identify the effects of air resistance</p> <p>Working Scientifically: To use test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions</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 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Working Scientifically: To plan different types of scientific enquiries to answer questions</p>	<p>Assessment week TAPs</p>
<p>Design & Technology</p> <p><i>Boats / rafts</i></p>	<p>To design a suitable boat/raft to meet the necessary purpose and functionality</p>	<p>To develop design of boat with any changes needed given the actual materials available</p>	<p>To begin to create/construct the boat. Making notes of any changes necessary to design.</p>	<p>To complete the boat ready for testing making design decisions and check it meets original criteria.</p>	<p>To test the boat's design and see if it is fit to meet original design idea when put in water</p>	<p>Assessment</p>
<p>Art</p>	<p>To introduce concept of using</p>	<p>To apply colour wash to their final piece</p>	<p>To peer assess each other's work, give</p>	<p>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.</p>		

<i>Hokusai's "Great Wave"</i>	<p>water paints & discuss various stages in producing a water-colour painting of the Great Wave:</p> <p>To light pencil sketch, darker overwriting of kept lines, removing unnecessary lines, deciding on absence of colour for white</p> <p>To mix water colours appropriately, blending colours, creating a colour palate, fading colour by dilution, practising the wash technique and using ink to embolden highlights.</p>	and continue to develop their painting following the guidelines they have been taught.	<p>advice on how to improve and finish their final piece.</p> <p>To finish piece utilising all the techniques and skills they have learned.</p> <p>To compare their finished work to the original, identifying any strengths in their work or areas for improvement.</p>			
Music <i>Sea Shanties</i>	<p>To practise keeping a steady beat with body percussion.</p> <p>To learn the song <i>What shall we do with the drunken sailor?</i> Learn about sea shanties.</p> <p>To sing a sea shanty expressively and with a strong beat.</p>	<p>To recap performing their vocal arrangement of <i>What shall we do with the drunken sailor?</i></p> <p>To learn a cup game to perform with the song</p>	<p>To practise cup rhythms to <i>What shall we do with the drunken sailor?</i></p> <p>To practise singing their arrangement of <i>What shall we do with the drunken sailor?</i></p> <p>To learn <i>Hey, ho! Nobody home</i> and add a beat using body percussion. Some children could transfer this beat to a drum</p> <p>PROGRESSION SNAPSHOT LESSON 3</p>	<p>To practise cup rhythms to <i>What shall we do with the drunken sailor?</i></p> <p>To create body percussion patterns to accompany a sea shanty.</p> <p>To write the patterns out using a rhythm grid.</p>	<p>To practise the cup rhythms to <i>What shall we do with the drunken sailor?</i></p> <p>To learn to play the bass notes of the song.</p> <p>To learn to play the chords of the song.</p> <p>To learn the chord pattern of the song.</p>	<p>To recap the bass notes, chords, and chord pattern of <i>What shall we do with the drunken sailor?</i></p> <p>To recap singing the song. Practise the cup rhythms.</p> <p>To rehearse and perform <i>What shall we do with the drunken sailor?</i></p>
MFL (French) <i>La Phonetique (phonics and pronunciation)</i>	To be introduced to the set of phonics sounds from the Early Language Teaching Type.	To be introduced to the first set of phonics sounds from the Intermediate Teaching Type.	To be introduced to the second set of phonics sounds from the Intermediate Teaching Type.	To be introduced to the set of phonics sounds from the Progressive Teaching Type.	To consolidate phonetics and pronunciation	Assessment
Geography Marvellous Maps	To name and locate cities of the UK and their		To use the eight points of a compass, symbols	To learn how to use 6 figure grid references.	To map an area and compare to a map	Assessment

	identifying human and physical characteristics by using an atlas. To use the world map and define the difference between continents & countries, seas & oceans.	To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.	and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		To use Digi maps.	
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>Netball</i>	To explore different passes and apply them to different situations.	To develop movement skills to lose a defender in different situations.	To communicate with my team, move into space and take the ball towards goal.	To defend an opponent and know when to try and intercept.	To develop the shooting action under pressure.	To use and apply skills, principles and tactics to a game situation.
R.E. Why do people have to stand up for what they believe in?	To recognise how people might respond to scenarios based on their varying religious beliefs.	To recognise the importance of religious freedom by interpreting news reports.	To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.	To explain why Bandi Chhor Divas is celebrated by many Sikhs.	To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.	To explore why people stand up for their beliefs using a variety of modern-day scenarios.
Computing <i>We are Connected</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>Family and relationships</i>	To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons.	To describe what qualities a good friend should have and recognise which of these they have and which they could develop.	To recognise that friendships have ups and downs and this is normal.	To understand what marriage is and know that it is a choice people make.	to understand that we all have a range of attributes that make us who we are and we should be proud of these.	To understand that sometimes families can make children feel unhappy or unsafe.

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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The convergence of the Twain	Michael Morpurgo	Michael Morpurgo	The Boy who met a whale	The Explorer	How does a Lighthouse work	Japan