



# MEDIUM TERM PLAN

Visit/Visitors:	Class Novel: Street Child by Berlie Doherty	Learning Environment: Victorian timeline	Local/Topical Element:
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Drama: Linked to Victorian topic and Street child text	Philosophy: The Red Tree by Shaun Tan	Outdoor Opportunities: Landscape painting/drawing	SMSC Provision: First News newspaper Dedza/Malawi Charity fundraising School Council Harvest Festival Carol Service Jigsaw PSHE
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<i>Science:</i>	<p>Geography: Linked to Victorian topic</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>Name and locate countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features and land-use patterns; and how some of these aspects have changed over time.</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>History: Victorian Britain</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li><i>There will also be an aspect of chronology taught that does not relate to the topic</i> <ul style="list-style-type: none"> <li><i>to understand changes in Britain from the Stone Age to the Iron Age</i></li> </ul> </li> </ul>
Art and Design:	Design Technology:	<i>Music:</i>

<p>Victorian landscapes, the work of Constable, Turner. Also a study of William Morris.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p>Linked to Victorian topic including cooking</p> <ul style="list-style-type: none"> <li>Cooking and nutrition</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>listen with attention to detail and recall sounds with increasing aural memory</i></li> <li><i>use and understand staff and other musical notations</i></li> <li><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> <li><i>develop an understanding of the history of music</i></li> </ul>
<p><b>Languages: French Rigolo 2 Units 1 Salut Gustave and 2 L'Ecole</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>listen attentively to spoken language and show understanding by joining in and responding</i></li> <li><i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></li> <li><i>engage in conversations; ask and answer questions; express opinions and respond to those of others;</i></li> </ul>	<p><b>RE: Enquiry based learning linked to Norfolk syllabus</b></p> <p><b>Autumn first half: Why is the gospel such good news for Christians?</b></p>	<p><b>PE: Fitness and tennis</b></p> <p><i>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>play competitive games, modified where appropriate, and apply basic principles suitable</i></li> </ul>

<p><i>seek clarification and help</i></p> <ul style="list-style-type: none"> <li>• <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i></li> <li>• <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></li> <li>• <i>present ideas and information orally to a range of audiences</i></li> <li>• <i>read carefully and show understanding of words, phrases and simple writing</i></li> <li>• <i>appreciate stories, songs, poems and rhymes in the language</i></li> <li>• <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> <li>• <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></li> <li>• <i>describe people, places, things and actions orally and in writing</i></li> <li>• <i>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></li> </ul>		<p><i>for attacking and defence.</i></p> <ul style="list-style-type: none"> <li>• <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></li> </ul>
<p><b>PSHE: Unit 1 of Year 5 Jigsaw entitled</b></p>	<p><b>Mathematical Links: What children were</b></p>	<p><b><i>Computing:</i></b></p>

<p>Being me in my World</p>	<p>taught in Victorian schools</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• <i>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i></li> <li>• <i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></li> <li>• <i>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></li> <li>• <i>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></li> </ul>
<p><b>Objectives linked to termly topic / Objectives to be taught as a non-topic based, standalone lesson</b></p>		