



Street Lane Primary School

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

Cycle A Autumn Term One: Then and Now								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English WCR Secrets of a Sun King	Story of Tutankhamun			Secrets of a Sun King			Secrets of a Sun King	
	Writing a telegram as Harold Carter Story of Tutankhamun Writing a telegram as Harold Carter			Philosophy for Children linked to Harold Carter's actions. Newspaper Article			(Incidental pieces of writing: setting description) Build up to the Story from Harold Carter's Perspective	
SP&G	Word Class (including recap of capital letters) Recap of a main clause - subject and object (linked to Rainbow Grammar)	Compound sentences - use of coordinating conjunctions (links to semi colons for Yr 6) Complex sentences: Subordinate clauses (starting with a subordinating conjunction).	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	Assessment of previous learning



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Mathematics	Place Value	Place Value	Place Value Decimals	Place Value Decimals	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Multiplication and Division
Science Materials and their Properties	<p>HOOK and NOOK</p> <p>The Science Laboratory</p> <p>Children to have time to explore the different scientific equipment and their uses.</p> <p>How did the note become sticky?</p>	<p>Always, Sometimes, Never: the properties of a material are important when designing an item.</p> <p>LI: To understand the concept of materials and their properties.</p>	<p>Can jelly babies swim in water?</p> <p>LI: To investigate the concept of solubility and materials</p>	<p>Would you rather use a knife in a toaster or a metal hot water bottle?</p> <p>LI: To investigate the concept of thermal and electrical conductivity.</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 irreversible changes).</p>	<p>Why wouldn't you? The woolly saucepan.</p> <p>(Links to Michael Rosen's poetry book 'Centrally Heated Knickers')</p> <p>LI: To write a poem about a material and its properties.</p>		



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<p>Humanities History</p>	<p>HOOK and NOOK</p> <p>Ancient Egypt Day</p> <p>The Archaeological Jigsaw</p> <p>Discovering the tomb (going through the tunnel)</p> <p>Where is Egypt and how has it changed over time?</p> <p>Mummification - mummifying a tomato.</p> <p>Skill:</p> <p><u>Chronology</u></p> <p>I can draw a timeline with different historical periods showing key</p>	<p>Should history be left alone?</p> <p>Who was Tutankhamun?</p> <p>Who was Harold Carter and what did he discover?</p> <p>Skill:</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>I know key dates, characters and events of time studied. (Year 6)</p> <p>I can explain a past event in terms of cause and effect, using evidence to support and illustrate. (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>Girl Power: What impact did women have on 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 men and women. (Year 5)</p> <p>I can explain a past event in terms of cause and effect, using evidence to 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>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>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; explaining</p>
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	<p>historical events. (Year 5)</p> <p>I can use relevant terms and period labels. (Year 5)</p> <p>I can place features of historical events on a chronological framework. (Year 6)</p> <p>I can use relevant dates and terms. (Year 6)</p>							<p>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>Computing</p> <p>Computer systems and networks- Communication and Collaboration</p> <p>Tech Computing Unit</p>	INSET DAY	<p>L.I To describe how networks physically connect to other networks.</p> <p>I can describe the internet as a network of networks.</p> <p>I can demonstrate</p>	<p>L.I To recognise how networked devices make up the internet.</p> <p>I can describe networked devices and how they connect.</p>	<p>L.I To outline how websites can be shared via the World Wide Web (WWW)</p> <p>I can explain the types of media that can be shared on the WWW</p> <p>I can describe</p>	<p>L.I To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>I can explain what media can be found on websites.</p> <p>I can recognise</p>	<p>L.I To recognise how the content of the WWW is created by people.</p> <p>I can explain that websites and their content are created by people.</p> <p>I can suggest who owns the</p>	<p>L.I To evaluate the consequences of unreliable content.</p> <p>I can explain that not everything on the World Wide Web is true.</p> <p>I can explain why some information I</p>	POP Task-Quiz



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		<p>how information is shared across the internet. I can discuss why a network needs protecting.</p>	<p>I can explain that the internet is used to provide many services. I can recognise that the World Wide Web contains websites and web pages.</p>	<p>where websites are stored when uploaded to the WWW. I can describe how to access websites on the WWW.</p>	<p>that I can add content to the WWW. I can explain that internet services can be used to create content online.</p>	<p>content on websites. I can explain that there are rules to protect content.</p>	<p>find online may not be honest, accurate, or legal. I can explain why I need to think carefully before I share or reshare content.</p>	
<p>Art/DT (Kapow Units) Architecture</p>	<p>Observational drawing - houses LI: To apply observational drawing skills to interpret forms accurately.</p>	<p>Observational drawing - houses LI: To apply observational drawing skills to interpret forms accurately</p>	<p>House monoprint LI: To apply composition skills to develop a drawing into print.</p>	<p>Be an architect. LI: To apply an understanding of architecture to design a building.</p>	<p>Be an architect. LI: To apply an understanding of architecture</p>	<p>Friedensreich Hundertwasser LI: To extend design ideas through research and sketchbook use.</p>	<p>Friedensreich Hundertwasser LI: To extend design ideas through research and sketchbook use.</p>	<p>Monument LI: To explore and evaluate the intention of a design.</p>
<p>PE</p>	<p>Athletics INSET Bikeability</p>	<p>Athletics Assessment Bikeability</p>	<p>Athletics LI: To run a race showing an understanding of pacing the run.</p>	<p>Athletics LI: To start and finish a race with technique</p>	<p>Athletics LI: To link hopping, skipping and jumping.</p>	<p>Athletics LI: To throw an object demonstrating a follow through technique.</p>	<p>Athletics LI: To take turns in a relay race by receiving an object from behind whilst running forwards.</p>	<p>Athletics LI: To Compete and succeed in various athletics events (degree of success, noted by positioning</p>



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								in events against those of similar physical development).
Music Kapow Unit	Here come the Egyptians.	Hieroglyphic score	Hieroglyphic score	Play like an Egyptian	Pitch pyramids	Pitch pyramids	Egyptian farewell	Egyptian farewell
Composition Notation (Ancient Egypt)	LI: To sing with accuracy, fluency, control, and expression	LI: To explore and use different forms of notation	LI: To explore and use different forms of notation	LI: To understand note length	LI: To read simple pitch notation	LI: To read simple pitch notation	LI: To use hieroglyphs and stave notation to write a piece of music	LI: To use hieroglyphs and stave notation to write a piece of music
PSHE	Drugs, Alcohol and Tobacco: Influences To begin to understand the influence others have on us and how we can make our own decisions.	Caffeine To understand the impact of social media on children.	Alcohol To begin to understand the risks of alcohol.	Nicotine To understand how habits can have positive and negative effects on a healthy lifestyle.	Drugs To understand illegal and legal drugs and the effect they have on lives.	Support To understand who we can talk to if we have concerns.		
RE			How many people believe in God?	Is God real? What do Christians think?	How do we know what is true? Why do people believe or not believe in God?	What do Christians believe about how the world began? Do they all share the same idea?	Why do some people believe God doesn't exist?	Is God Real? Why do some people believe God exists?