



Literacy
Genre Focus: 1. Non-Narrative - Persuasion. 2. Poetry - Rap
Main learning objectives:

- Persuasive letter
- I can use persuasive language, persuasive phrases/prompts, powerful adjectives, cause & effect.
- I can use imperative verbs
- Spellings - Common exception words
- Reading - Street Child
- I can write and perform a rap song.

Context/hooks/reasons to write:

- History lesson on Victorian children jobs and videos
- Victorian Dress Up Day

Activities to be on weekly plan

- SPAG activities on persuasive language and imperative verbs
- Planning, Editing, Writing and Reflecting

Year 5 MTP

The Victorians

PSHE - TOPIC
Jigsaw unit - Main learning objectives:
Celebrating Difference:

- Accepting everyone is different.
- I can understand cultural differences.
- I understand how rumour spreading and name calling can be bullying.
- I understand what racism is.
- I understand what bullying is.

Key dates/ events

- Victorian dress up day
- Victorian school room trip
- STEM Fest school trip
- Y5 Remembrance assembly
- Halloween disco
- Christmas concert
- Carol singing

Pupil voice:

We want to learn about the Victorians and find out what was different to our school.

Numeracy - Number

- Number
- Times table practice
- Place Value (1 - 4)
- Addition and Subtraction (1 - 3)

Activities to be on weekly plan

- Skills week
- Times table practice/ Mathletics
- Times table games
- Place value using pictorial and concrete resources
- Place value problem solving questions
- Addition and subtraction recap of Y4 and then Y5

ICT - E-Safety
Main learning objectives:

- To understand how to behave online (age appropriate games, DVDs etc).
- To understand appropriate and inappropriate use of technology.
- To understand the audience of online content.

Activity ideas:

- Play InterLand (interactive e-safety games)
- Create and share eSafety power-points aimed for younger

Art & DT - William Morris
Main learning objectives:

- I select the most suitable drawing materials for the type of drawing I want to produce.
- My printing uses a number of colours built up in a sequence.
- I make precise repeating patterns by creating accurate printing blocks.

Activity ideas:

- Printing William Morris style
- Creating Victorian wallpaper
- Looking at real wallpaper in artist style

Music
Main learning objectives:

- I breathe well and pronounce words, change pitch and show control in my singing.
- I perform songs with an awareness of the meaning of the words.
- I hold my part in a round.
- I can improvise within a group.

Activity ideas:

- Christmas concert
- Victorian songs and music using a variety of instruments

Science
Main learning objectives:
 Life Processes and Living Things

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- Reproduction - about the parts of the flower [for example, stigma, stamen, petal, sepal] and their role in the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.
- about ways in which living things and the environment need protection

Activity ideas, to include reference to investigations:

- Research endangered animals
- Create fact files on endangered species
- Documentaries on animal habitats
- Research animal habitats
- Collect plants and flowers to label parts accurately
- Find plants and flowers and examine in Forest School
- Role play the life cycle of flowering plants and perform to the class

PE - Key area (s) - Swimming and Games
Main learning objectives:

- I use a variety of techniques to pass.
- I work with my team or alone to gain possession of the ball.
- I can strike a bowled ball.
- I use forehand and backhand when playing racquet games.
- I field well.

Activity ideas:

- Swimming at NSC
- Games - Basketball
- Games - Badminton

RE - TOPIC
Main learning objectives:
 Unit 3- 'The Jewish Community'

- Why is the Torah important to Jews?
- How does the Shema tell Jews to keep their religion alive?
- How does the role of a Jew change after their Bar / Bat Mitzvah?
- How does what happens at each festival help to teach young Jews about their past?
- What do these festivals show about the Jews' relationship with God?
- Why is the Western Wall in Jerusalem so special to Jews?

Geography/History: The Victorians
Main learning objectives:

- I can describe the main changes in a period in history.
- I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.
- I use words and phrases such as era, period, century, decade, after, before.
- I choose reliable sources of factual evidence to describe aspects of life.
- I give my own reasons why changes may have occurred, backed up by evidence I have researched.
- I can describe in detail similarities and differences between some people, events and objects (artefacts) I have studied.
- I can describe how some of the things I have studied from the past affect life today.
- I use dates and terms accurately.

Activity ideas:

- Victorian School Day
- Victorian lessons
- Research/ videos/ songs comparing
- Victorian school room trip