



## Year 5 Medium Term Plan – Marvellous Mountains



<b>Term</b>	Autumn 2023		
<b>Key text</b>			
<b>Key Vocabulary</b>			
<b>Ongoing objectives through this topic</b>	-		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it's achieved?</b>
<u>Lesson 1 WALT:</u> Learn about mountain ranges	Geography	<ul style="list-style-type: none"> <li>- Know about the wider context of places e.g. county, region and country.</li> <li>- Know and describe where a variety of places are in relation to physical and human features.</li> <li>- Recognise the different shapes of countries.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	Children can <ul style="list-style-type: none"> <li>- use a legend to find areas of higher ground on a map.</li> <li>- can tell you the country a mountain range is found in.</li> <li>- use the index in an atlas to find mountains.</li> <li>- find the height of a peak on a map.</li> </ul>
<u>Lesson 2 WALT:</u> Understand the geography of UK mountains	Geography	<ul style="list-style-type: none"> <li>- Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</li> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	Children can <ul style="list-style-type: none"> <li>- use a legend to find areas of higher ground on a map.</li> <li>- tell you the county an area of higher ground is found in.</li> <li>- use the index in an atlas to find mountains.</li> <li>- find the height of a peak on a map.</li> </ul>

			<ul style="list-style-type: none"> <li>- tell you different ways areas of higher ground are shown on a map.</li> <li>- tell you what a hill might look like based on its contours.</li> <li>- draw contour lines to show higher ground.</li> </ul>
<p><u>Lesson 3 WALT:</u> Understand features of Mountains</p>	Geography	<ul style="list-style-type: none"> <li>- Know about changes to world environments over time</li> <li>- Know and describe where a variety of places are in relation to physical and human features.</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>- tell you that not all mountains look the same.</li> <li>- identify a valley and the summit, foot and slope of a mountain.</li> <li>- identify an outcrop, a ridge, the tree line and the snow line.</li> <li>- identify a plateau.</li> <li>- draw a mountain range including the key features I have identified.</li> </ul>
<p><u>Lesson 4 WALT:</u> Understand how mountains are made</p>	Geography	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>-</li> </ul>	<p>Children can</p> <ul style="list-style-type: none"> <li>- tell you that mountains formed a very long time ago.</li> <li>- describe how tectonic plates move together to create fold mountains.</li> <li>- describe how lava flow creates volcanic mountains.</li> <li>- describe how fault lines in the Earth's crust move to create mountains.</li> <li>- describe how pressure from magma under the Earth's surface creates dome mountains.</li> </ul>

			<ul style="list-style-type: none"> <li>- describe how erosion creates plateau mountains.</li> </ul>
<u>Lesson 5 WALT:</u> Know about different mountain climates	Geography	<ul style="list-style-type: none"> <li>- Understand about weather patterns around the world and relate these to climate zones.</li> <li>-</li> </ul>	Children can <ul style="list-style-type: none"> <li>- tell you what the weather is usually like on a mountain.</li> <li>- tell you the differences between a weather forecast and climate.</li> <li>- find compare mountain climates.</li> <li>- list the risks associated with a mountain climate.</li> </ul>
<u>Lessons 6 WALT:</u> Understand different mountain travel	Geography	<ul style="list-style-type: none"> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>-</li> </ul>	Children can <ul style="list-style-type: none"> <li>- tell you why people might visit mountains.</li> <li>- describe some of the effects of tourism on an area.</li> <li>- identify ways to limit the damage tourism causes to an area.</li> <li>- identify who is responsible for limiting the damage tourism can cause.</li> </ul>
<b>Discrete Teaching</b>			
<b>Lesson WALT</b>	<b>Subject covered</b>	<b>Curriculum content covered within unit</b>	<b>What will this look like when it's achieved?</b>
Lesson 1 WALT: Plant cell reproduction	Science  Living things and their habitats	<ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- Describe the life process of reproduction in some plants and animals</li> <li>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> </ul>	Lesson 1 children <ul style="list-style-type: none"> <li>- can explain the difference between sexual and asexual reproduction.</li> <li>- can identify the function of the parts of a flower.</li> <li>- can describe ways that plants are pollinated in order to reproduce.</li> </ul>

Lesson 2 WALT: Asexual plant reproduction		<ul style="list-style-type: none"> <li>- Give reasons for classifying plants and animals based on specific characteristics</li> <li>- Group and classify things and recognise patterns.</li> </ul>	Lesson 2 children <ul style="list-style-type: none"> <li>- can describe asexual reproduction in plants.</li> <li>- can identify advantages and disadvantages to sexual and asexual reproduction in plants.</li> <li>- can explain different ways to make new plants.</li> </ul>
Lesson 3 WALT: Comparing mammal life cycles			Lesson 3 children <ul style="list-style-type: none"> <li>- can describe the process of reproduction in mammals.</li> <li>- can describe different types of mammals.</li> <li>- can describe and compare the life cycles of different mammals.</li> </ul>
Lesson 4 WALT: Understand the significance of Jane Goodall and chimpanzees			Lesson 4 children <ul style="list-style-type: none"> <li>- can describe Jane Goodall's work with chimpanzees.</li> <li>- can explain why chimpanzees are endangered.</li> <li>-</li> </ul>
Lesson 5 WALT: Comparing life cycles of amphibians and insects			Lesson 5 children <ul style="list-style-type: none"> <li>- can explain metamorphosis and give examples.</li> <li>- can describe the life cycles of amphibians and insects.</li> <li>- can describe the similarities and differences between the life cycles of amphibians and insects.</li> <li>-</li> </ul>
Lesson 6 WALT: Comparing life cycles of all living			Lesson 6 children <ul style="list-style-type: none"> <li>- can identify the stages of a bird's life cycle.</li> </ul>

this specifically birds			<ul style="list-style-type: none"> <li>- can describe the similarities and differences between different plants' and animals' life cycles.</li> <li>-</li> </ul>
Lesson 1 WALT:	ICT	<ul style="list-style-type: none"> <li>- Independently select and use appropriate software for a task</li> <li>- Design, input and test an increasingly complex set of instructions to a program or device</li> <li>- Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</li> <li>- Understand the need to only select age appropriate content having knowledge of current apps and their rules and guidelines.</li> <li>- Use technology respectfully and responsibly.</li> <li>- Identify a range of ways to report concerns about content and contact in and out of school.</li> </ul>	Lesson 1 children will
Lesson 2 WALT:			Lesson 2 children will
Lesson 3 WALT:			Lesson 3 children will
Lesson 4 WALT:			Lesson 4 children will
<u>Lesson 1 WALT:</u> Understand what is Islam	<u>RE – YEAR 5</u>  <u>ISLAM</u>	<ul style="list-style-type: none"> <li>- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</li> <li>- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> <li>- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> <li>- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- Be able to understand where Islam relates in a timeline to other religions they know.</li> <li>- Understand geographically where Islam originated and what the basis for this monotheistic religion is.</li> </ul>
<u>Lesson 2 WALT:</u> Understand the significance of Islam and Prophet Muhammad			Lesson 2 children will <ul style="list-style-type: none"> <li>- Gain a more developed understanding of the basis for the religion and the most important and influential people within it.</li> <li>- Relate the important people across religions and their religious stories and books.</li> </ul>
<u>Lesson 3 WALT:</u>			Lesson 3 children will

Understand what was the Golden Age of Islam			<ul style="list-style-type: none"> <li>- Understand the history of the religion and what their values and beliefs were and how they were formed.</li> <li>- Learn about their communities during the golden age and how that links to current Islam.</li> </ul>
<u>Lesson 4 WALT:</u> understand the importance of the Qu'ran			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Understand the importance of Holy books across all religions and the importance of the Qu'ran.</li> <li>- Learn about being respectful of different cultures and their worship.</li> </ul>
<u>Lesson 5 WALT:</u> Understand the 5 pillars of Islam			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Begin to develop a deeper understanding of how Islam works, how Muslims worship, and the importance of the 5 pillars of Islam.</li> </ul>
<u>Lesson 6 WALT:</u> understand the 5 pillars of Islam			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Understand the meaning behind the pillars and how they affect the community.</li> </ul>
Lesson 1 WALT:	<u>Music</u>	<ul style="list-style-type: none"> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Appropriately discuss the dimensions of music and recognise them in music heard</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	Lesson 1 children will
Lesson 2 WALT:			-
Lesson 3 WALT:			-
<b>Year 5 – French</b>	<u>French</u>	<u>Getting to know you</u>	<b>Year 5</b>
Lesson 1 WALT:			Lesson 1 children

Look what I can do		<ul style="list-style-type: none"> <li>- Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</li> <li>- Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</li> </ul>	<ul style="list-style-type: none"> <li>- can recall a range of vocabulary topics from my previous learning.</li> <li>- can use different skills to show what I have learned.</li> <li>-</li> </ul>
Lesson 2 WALT: When I grow up		<ul style="list-style-type: none"> <li>- Have an awareness of similarities and differences in grammar between different languages</li> <li>- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</li> </ul>	Lesson 2 children <ul style="list-style-type: none"> <li>- can use 'je serai' to refer to my future.</li> <li>- can show how French future tense is different to English.</li> <li>- can use the speaker's body language to help me understand what they are saying.</li> <li>- can listen and respond appropriately to what is said.</li> <li>-</li> </ul>
Lesson 3 WALT: How do you spell that			Lesson 3 children <ul style="list-style-type: none"> <li>- can say the names of the accents found in the French alphabet.</li> <li>- can ask for spellings of unfamiliar words.</li> <li>- can give a spelling correctly, using the French alphabet pronunciation</li> </ul>
Lesson 4 WALT: How are you feeling			Lesson 4 children <ul style="list-style-type: none"> <li>- can recognise that some adjectives are different depending on gender.</li> <li>- can choose a masculine or feminine adjective to match the subject.</li> <li>- can find suitable vocabulary in a bilingual dictionary.</li> </ul>

			<ul style="list-style-type: none"> <li>- can make a new sentence by substituting specific words.</li> <li>- can describe emotions.</li> </ul>
Lesson 5 WALT: What am I going to do			<p>Lesson 5 children</p> <ul style="list-style-type: none"> <li>- can say what is 'going to' happen.</li> <li>- can show how the near future tense is made of aller plus infinitive.</li> <li>- can use a range of strategies to help me follow a text.</li> <li>- can make predictions about a story.</li> <li>-</li> </ul>
Lesson 6 WALT: Let me introduce myself			<p>Lesson 6 children</p> <ul style="list-style-type: none"> <li>- can recall key vocabulary and apply it to my writing.</li> <li>- can change a sentence to suit what I want to say.</li> <li>- can select from a vocabulary bank for a particular theme.</li> <li>- can choose nouns, verbs or adjectives.</li> </ul>
<b>Year 5 – TEAM</b>	<u>PSHE - Year 5 –</u>	<u>TEAM</u>	<b>Year 5 –</b>
Lesson 1 WALT: Together everyone achieves more		<ul style="list-style-type: none"> <li>- Talk about the attributes of a good team</li> <li>- Accept that people have different opinions and know how to politely disagree with others and offer opinions</li> <li>- Compromise and collaborate to ensure a task is completed</li> <li>- Reflect on the need to care for individuals within a team</li> <li>- Identify hurtful behaviour and suggest ways to help</li> <li>- Understand the importance of shared responsibilities in helping a team to function successfully</li> </ul>	<p>Lesson 1 children</p> <ul style="list-style-type: none"> <li>- can find examples of teams I admire.</li> <li>- can identify the attributes needed to make a team good.</li> <li>- can reflect on my own attributes.</li> </ul>
Lesson 2 WALT: Communicate			<p>Lesson 2 children</p> <ul style="list-style-type: none"> <li>- can listen to comments made by others in my class.</li> </ul>



			<ul style="list-style-type: none"> <li>- can offer my opinion on a subject and on other people's thoughts.</li> <li>- understand how to be respectful of other people's opinions.</li> </ul>
Lesson 3 WALT: Collaborate			<p>Lesson 3 children</p> <ul style="list-style-type: none"> <li>- can work with another person to create a song.</li> <li>- can explain the meaning of collaborate and evaluate how it helps a team to achieve.</li> </ul>
Lesson 4 WALT: Compromise		-	<p>Lesson 4 children</p> <ul style="list-style-type: none"> <li>- can compromise to create an agreed party plan.</li> <li>- can explain what would have happened if no one had compromised on the task.</li> <li>- can create a list of times when compromising could avoid disputes and conflict.</li> </ul>
Lesson 5 WALT: Care			<p>Lesson 5 children</p> <ul style="list-style-type: none"> <li>- can create care cards to ensure those in the class team feel cared for.</li> <li>- can explain the importance of making everyone in a team feel cared for and valued.</li> <li>-</li> </ul>
Lesson 6 WALT: Shared responsibilities			<p>Lesson 6 children</p> <ul style="list-style-type: none"> <li>- can investigate the responsibilities shared by a team.</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>- can work in a group to create a role play about classroom responsibilities.</li><li>- can explain what would happen within a team if people did not carry out their shared responsibilities.</li></ul> |
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<b>Year 5 –</b>	Year 5 - PE	<ul style="list-style-type: none"> <li>- Use running, jumping, throwing and catching in isolation and in combination</li> <li>- Use running, jumping, throwing and catching in isolation and in combination.</li> <li>- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis].</li> <li>- Apply basic principles suitable for attacking and defending.</li> </ul>	<b>Year 5 –</b>
Lesson 1 WALT:			Lesson 1 children will
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