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**Year 5 Medium Term Plan – Marvellous Mountains**

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| **Term**  | Autumn 1 2024 - 7 week term |
| **Key text** |  |
| **Key Vocabulary** | Altitude, summit, tectonic plate, gorge, crust, avalanche, magma, hypothermia. |
| **Ongoing objectives through this topic** |  |
| **Topic curriculum coverage and content** |
| **Lesson WALT** | **Subject covered within lesson** | **Curriculum content covered within lesson** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: Learn about mountain ranges  | Geography | * Know about the wider context of places e.g. county, region and country.
* Know and describe where a variety of places are in relation to physical and human features.
* Recognise the different shapes of countries.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | Children will be able to* use a legend to find areas of higher ground on a map.
* can tell you the country a mountain range is found in.
* use the index in an atlas to find mountains.
* find the height of a peak on a map.
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| Lesson 2 WALT: Understand the geography of UK mountains  | * 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.
* 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.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 | Children will be able to * use a legend to find areas of higher ground on a map.
* tell you the county an area of higher ground is found in.
* use the index in an atlas to find mountains.
* find the height of a peak on a map.
* tell you different ways areas of higher ground are shown on a map.
* tell you what a hill might look like based on its contours.
* draw contour lines to show higher ground.
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| Lesson 3 WALT: Understand features of mountains  | * now about changes to world environments over time
* Know and describe where a variety of places are in relation to physical and human features.
 | Children will be able to  |
| Lesson 4 WALT:Understand how mountains are made | * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

  | Children can * tell you that mountains formed a very long time ago.
* describe how tectonic plates move together to create fold mountains.
* describe how lava flow creates volcanic mountains.
* describe how fault lines in the Earth’s crust move to create mountains.
* describe how pressure from magma under the Earth’s surface creates  dome mountains.
* describe how erosion creates plateau mountains.
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| Lesson 5 WALT:Know about different mountain climates | * Understand about weather patterns around the world and relate these to climate zones.

  | Children can * tell you what the weather is usually like on a mountain.
* tell you the differences between a weather forecast and climate.
* find compare mountain climates.
* list the risks associated with a mountain climate.
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| Lesson 6 WALT:Understand different mountain travel | * 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.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

  | Children can * tell you why people might visit mountains.
* describe some of the effects of tourism on an area.
* identify ways to limit the damage tourism causes to an area.
* identify who is responsible for limiting the damage tourism can cause.
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| Assessment:  |  |  …. |  |
| Key learning area 4: | Art and DT | DrawingKS2 children should be taught to ‘improve their mastery of art and design techniques including drawing, painting and sculpture using a range of materials.’Is confident using all previous tools and can use it selectively depending on the piece of art.Use line, tone and shading to represent things seen, remembered or imagined.Begin to understand simple perspective in their word using a single focal point and horizon.Work independently to create a detailed drawing*Developing a key element such as line, tone, pattern or texture.*Create improvised designs by simplifying sketchbook designs.  | Northern lights over the mountains. |
| **Discrete Teaching** |
| **Lesson WALT** | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| WALT: know the seven life processes.  | Science Living things and their habitats**Key Question:** How do living things reproduce and why is this important in a life cycle?  | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.Describe the life process of reproduction in some plants and animals.Investigate and understand the life and work of **Eva Crane – life cycle of bees****Science investigations**Group and sort - secondary sources Pattern seekingKey Vocabulary**fertilisation –** the point at which the sperm from the pollen meets the egg in the ovary pollination – the process by which the pollen reaches the stigma**pollen –** granule that delivers the male genetic material to the female seed**stamen –** the male part of the flower, comprising of the anther and filament**pistil –** the female part of the flower consisting of the stigma, style and ovary**seed dispersal –** the method used by a plant to spread out its seeds (usually by wind, water or animals)**reproduction –** the combining of genetic material from two individuals to produce new life | Lesson 1 children will* Be able to name each of the seven life processes—MRS GREN.
* Explain how animals and plans complete each of the life processes.
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| WALT: explain how mammals reproduce. | Lesson 2 children will* Be able to name five animal groups and understand that the way these animals reproduce may be different.
* Explain how animals reproduce and understand gestation periods.
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| WALT: explain how mammals reproduce. | Lesson 3 children will* Explain which groups of animals lay eggs and which do not.
* Make comparisons between groups of animals on how they look after their young.
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| WALT: understand the reproduction of plants. | Lesson 4 children will* Explain the process of pollination and fertilisation.
* Able to label parts of a flower and understand the purpose of each part.
* Understand seed dispersal methods.
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| WALT: describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds.  | Lesson 5 children will* Describe the differences and similarities in the life cycles of mammals, amphibians, reptiles, insects and birds.
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| WALT: explain the life cycle of plants.  | Lesson 6 children will* Describe and order the life cycle stages of a plant.
* `Compare similarities and differences between two different cycles.
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| WALT: investigate and understand the life and work of Eva Crane—life cycle of a bee. ASSESSMENT OPPORTUNITY—knowledge to be presented however the pupil wishes.  |
| Lesson 7 children will* Learn about the work of Eva Crane and document their knowledge.
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|  | RE |  |  |
| **Lesson 1 and 2** To understand what it means to be Jewish in everyday life. (What are the rules they live by, where do these come from)  | Judaism Who was Abram/Abraham, what promises did God make to him?   |  | Lesson 1 and 2 children will* Learn about Jewish traditions
* Learn about Jewish life
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| **Lesson 3** To recall the story of Jacob’s ladder and the meaning behind it.  | Lesson 3 children will * Learn about Jacobs ladder
* Understand the meaning behind the message
* Retell the story
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| **Lesson 4 and 5** To recall the story of Abram/Abraham  | Lesson 4 children will * Learn about Abraham
* Understand the meaning behind the story
* Retell the story
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| **PSHE – TEAM**  |  |  | **Year 2 -**  |
| Lesson 1 WALT: Together everyone achieves more  | **PSHE**  | TEAM* Talk about the attributes of a good team
* Accept that people have different opinions and know how to politely disagree with others and offer opinions
* Compromise and collaborate to ensure a task is completed
* Reflect on the need to care for individuals within a team
* Identify hurtful behaviour and suggest ways to help
* Understand the importance of shared responsibilities in helping a team to function successfully
 | Lesson 1 children * can find examples of teams I admire.
* can identify the attributes needed to make a team good.
* can reflect on my own attributes.
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| Lesson 2 WALT:Communicate  | Lesson 2 children will* can listen to comments made by others in my class.
* can offer my opinion on a subject and on other people’s thoughts.
* understand how to be respectful of other people’s opinions.
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| Lesson 3 WALT: Collaborate  | Lesson 3 children will* can work with another person to create a song.
* can explain the meaning of collaborate and evaluate how it helps a team to achieve.
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| Lesson 4 WALT: Compromise  | Lesson 4 children will* can compromise to create an agreed party plan.
* can explain what would have happened if no one had compromised on the task.
* can create a list of times when compromising could avoid disputes and conflict.
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| Lesson 5 WALT:Care  | Lesson 5 children will* can create care cards to ensure those in the class team feel cared for.
* can explain the importance of making everyone in a team feel cared for and valued.
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| Lesson 6 WALT:Shared responsibilities | Lesson 6 children will* can investigate the responsibilities shared by a team.
* can work in a group to create a role play about classroom responsibilities.
* can explain what would happen within a team if people did not carry out their shared responsibilities.
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|  | French |  |  |
| Lesson 1 WALT: Look what I can do.  |  | Pleased to meet you* Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
* Use pronunciation and intonation effectively to accurately express meaning and engage an audience.
* Have an awareness of similarities and differences in grammar between different languages
* 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
 | Children will be able to:* Present ideas and information orally to a range of audiences in the context of revising what they have learnt in French so far.
* Demonstrate my skills and knowledge in a variety of ways.
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| Lesson 2 WALT: When I grow up.  | Children will be able to:* Understand basic grammar, to build sentences; and how these differ from or are similar to English in the context of talking about what they want to do when they grow up.
* Use the simple future tense.
* Listen attentively to spoken language and show understanding by joining in and responding in the context of talking about what they want to do when they grow up.
* Respond appropriately to what someone says.
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| Lesson 3 WALT: How do you spell that | Children will be able to:* Develop accurate pronunciation and intonation.
* Use appropriate pronunciation to help others understand me better.
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| Lesson 4 WALT: How are you feeling? | Children will be able to:* Understand basic grammar.
* Select the appropriate form of a word for the context.
* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of describing emotions.
* Use a dictionary to develop sentences.
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| Lesson 5 WALT: What am I going to do? | Children will be able to:* Understand basic grammar.
* Use the near future tense.
* Appreciate stories, songs, poems and rhymes in the language in the context of a traditional fable.
* Follow a simple story.
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| Lesson 6 WALT: Let me introduce myself!  | Children will be able to:* Write phrases from memory.
* Remember appropriate language to express my ideas.
* Describe people, places, things and actions orally\* and in writing.
* Select key words for descriptions.
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| Part of our P.E. will be taught by a school sports coach. He will be teaching Cross CountryMiss Hopkins also teaches PE and will be teaching indoor athletics. |
| In music we follow the Leicestershire Music Scheme – this term lessons will teach the children about pulse. |
| For computing we use the Kapow computing scheme – this terms lessons will teach the children about computing systems and networks and search engines. |
|   | Forest School  |  |  |
| Lesson 1 WALT: work together as a team to make a shelter.  | PSHE | TEAMTalk about the attributes of a good teamAccept that people have different opinions and know how to politely disagree with others and offer opinionsCompromise and collaborate to ensure a task is completedUnderstand the importance of shared responsibilities in helping a team to function successfully | Children will be able to:* Reflect back on previous forest School experiences on Forest School expectations.
* Understand Forest School rules and boundaries.
* Construct a den/shelter using materials found at Forest School.
* Work in a team to practise key Forest School skills, such as knots *(clove hitch “fish in a dish.”)*
* Take part in teambuilding game— Capture the Flag.
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| Key Learning Area 1:Lesson 2 WALT: develop fieldwork and map skills by using an OS map of the local area.  | Geography |  | Children will be able to:* Learn about OS maps and the different symbols associated with reading the maps.
* Use an OS map of the local area and will find where Gaddesby is located on it.
* Practise using compasses at Forest School.
* Learn the names for the eight points on a compass.
* Plan a simple route for their friends to follow to find a hidden object.
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| Lesson 3 WALT: fire building skills. | Science | Describe the life process of reproduction in some plants and animals. | Children will be able to:* Recall fire school rules.
* Understand the fire triangle and how to build a fire.
* Use a flint and steel to make a spark.
* Light a piece of cotton wool.
* Explore using a waffle structure to make a larger fire.
* Understand how to extinguish a fire safely.
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| Lesson 4 WALT: plant and tree identification. | Science | Children will be able to:* Learn the names of the Year 5 plants and trees that are growing around Forest School.
* Identify what plants grow around the school site/ Forest School.
* Know the names of plants located at Forest School (nettles, cows parsley, Cuckoo pint (poisonous), dog rose, bluebells).
* Know the names of trees located around the school site/ Forest School.
* Notice the similarities and differences between the different trees at Forest School.
* Explore site identifying plants/trees.
* Observe the positioning of where the plants are growing and determine why they grow in those places.
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| Lesson 5 WALT: explore Japanese art of Hapa Zome. | Science/Art | Children will be able to:* Understand that Hapa Zome is a Japanese form of print.
* Select a range of plants/flowers to use for the printing process.
* Assemble pattern on material.
* Use a hammer to transfer print of the plants onto the card.
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| Lesson 6 WALT: label the parts of a flower. | Science | Children will be able to:* Know the different parts of a flower.
* Dissect flowers at Forest School, unpicking the different parts of the plant.
* Create and label a large- scale flower using natural resources.
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| Lesson 7 and 8 WALT: explore basic human survival skills. | Science/ Design and Technology | Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. | Children will be able to:* Identify the basic needs the humans need to survive.
* Take on the role of an explorer that has been stranded on a mountain due to an avalanche.
* Light a fire using a flint and steel.
* Prepare campfire break to cook on the fire.
* Maintain a fire.
* Understand that shelter is key for warmth and surviving a harsh climate.
* Work in teams to construct a waterproof shelter.
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