

## WEST TOWN LANE ACADEMY

### Medium Term Plan

Year: 5. Term: 2. Enquiry: Why did the Anglo-Saxons, Scots and Vikings raid and invade?

| <div style="display: flex; justify-content: space-around; align-items: center;">      </div> |                                                                                                                                                                   |                                   |                                 |                                                                                                                                                                                    |                                               |                         |                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------|-----------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Week 1                                                                                                                                                            | Week 2                            | Week 3                          | Week 4                                                                                                                                                                             | Week 5                                        | Week 6                  | Week 7                                                                      |
| Special events/trips/visitors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                   |                                   |                                 |                                                                                                                                                                                    |                                               |                         |                                                                             |
| <b>YEAR 5 CLASS BOOKS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |                                   |                                 |                                                                                                                                                                                    |                                               |                         |                                                                             |
| 5C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Level Up<br>Tom Nicoll                                                                                                                                            |                                   | 5H                              | Demon Dentist<br>David Walliams                                                                                                                                                    |                                               | 5TC                     | House with Chicken Legs<br>Sophie Anderson                                  |
| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Quest story (Odin's Eye)<br><br>Comprehension text: <i>Acne</i><br>Comprehension skill: <i>Summarise and explain clearly what has happened in the text so far</i> | Quest Story (Odin's Eye) Innovate | Quest Story (Odin's Eye) Invent | Non-chron Report (Grendel the Glaug)<br><br>Comprehension text: <i>Manticores</i><br>Comprehension skill: <i>Understand the difference between literal and inference questions</i> | Non-Chron Report (Grendel the Glaug) Innovate | Non-Chron Report Invent | Poetry (Christmas Poems)<br><i>project their voice to a large audience.</i> |
| WCGR (reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The Librarian                                                                                                                                                     | Jacky Daydream                    | Sir Billy Butlin                | Just Helping My Family                                                                                                                                                             | Mikael Saves The Day                          | The Pebble In My Pocket | The First Hominids                                                          |



|                |                                                                  |                                                                            |                                                                                |                                                                         |                                                                 |                                                                 |                                                                                                                                                                                                                                                                                             |
|----------------|------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History        | To understand who the Vikings were                               | To know about Viking gods and goddesses                                    | To understand how the Vikings came to conquer most of England                  | To understand how Alfred the Great got his name                         | To know about the Danelaw                                       | To know how Aethelred the Unready got his nickname              | To know how William of Normandy became King of England AND Plickers End of Unit quiz.                                                                                                                                                                                                       |
| Art and Design |                                                                  |                                                                            |                                                                                |                                                                         |                                                                 |                                                                 |                                                                                                                                                                                                                                                                                             |
| D&T            |                                                                  |                                                                            |                                                                                |                                                                         |                                                                 |                                                                 | Block of lessons on Anglo-Saxon weaving.<br>L1- To explore Anglo-Saxon fabrics<br>L2- To understand the process of weaving<br>L3- To practise techniques needed when weaving<br>L4- To design an Anglo-Saxon tapestry<br>L5- To make a tapestry<br>L6- To evaluate an Anglo- Saxon tapestry |
| Music          | Understanding music and improvising together                     | Listen and responding to music                                             | Learning to perform the song- 'The sparkle in my life'                         | Play instruments with the song- 'The sparkle of my life'                | Perform the song and improvise with instruments                 | Perform and discuss                                             |                                                                                                                                                                                                                                                                                             |
| PE             | Swimming                                                         |                                                                            |                                                                                |                                                                         |                                                                 |                                                                 |                                                                                                                                                                                                                                                                                             |
| RE             | To understand what a place of worship is including its purpose   | To understand what the Christian place of worship is including its purpose | To understand what the Hindu place of worship is including its purpose         | To understand what the Jewish place of worship is including its purpose | To explore if people are more important than where they worship | To consolidate what a place of worship is including its purpose |                                                                                                                                                                                                                                                                                             |
| PSHE           | To understand that cultural differences sometimes cause conflict | To understand what racism is                                               | To understand how rumour-spreading and name-calling can be bullying behaviours | To explain the difference between direct and indirect types of bullying | To compare my life with people in the developing world          | To understand a different culture from my own                   |                                                                                                                                                                                                                                                                                             |

|         |                        |                           |                                          |              |                        |                         |  |
|---------|------------------------|---------------------------|------------------------------------------|--------------|------------------------|-------------------------|--|
| Spanish | Seven days of the week | Twelve months of the year | Consolidate numbers 1-20 and learn 21-31 | Say the date | When is your birthday? | Revision and assessment |  |
|---------|------------------------|---------------------------|------------------------------------------|--------------|------------------------|-------------------------|--|