Cloudside Academy
A L.E.A.D. Academy

English / Curriculum Medium Term Plan – Autumn 1 2019 – Year 5
Core Text: *There's a Boy in the Girls' Bathroom*
Topic: Scream Machine

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text Type		Newspaper Opening of their theme park	Newspaper Opening of their theme park	Balanced Argument Should a new theme park open or not?	Balanced Argument Should theme parks be free?	Persuasive Letter Persuading people to let them build a theme park near their house	Persuasive Letter Asking people to visit the theme park	Radio Script Interview with the park's owner
T4W Stage		Imitation	Imitation	Innovation	Invention	Imitation	Innovation	Invention
Grammar and Punctuation (Active English)		Direct speech	Indirect speech	Subordinating conjunctions – unless and until	Modality	Conjunctive adverbs	Paragraphing	Colons
Spelling		No nonsense spelling scheme	No nonsense spelling scheme	No nonsense spelling scheme	No nonsense spelling scheme	No nonsense spelling scheme	No nonsense spelling scheme	No nonsense spelling scheme
Terminology (technical vocabulary)		Newspaper, bias, headline, byline, orientation, reorientation, journalistic style, witness, caption	Newspaper, bias, headline, byline, orientation, reorientation, journalistic style, witness, caption	Argument, bias, for, against, convince, prove, contradict, challenge, cohesion, debate, introduction	Argument, bias, for, against, convince, prove, contradict, challenge, cohesion, debate, introduction	Persuade, emotive, repeated, exaggeration, feelings, question, doubt	Persuade, emotive, repeated, exaggeration, feelings, question, doubt	Script, segment, concise, directions, short stories, speaker, scene, special effects, director, producer
Greater Depth SC		Direct speech	Indirect speech	Joining clauses in other ways (other than subordinating conjunctions)	Weaving for and against arguments within a paragraph	Conjunctive adverbs within a paragraph	Persuading the reader using modal verbs	Use of scene directions

				Writing with a bias				
SEND SC		Third person with witness account	Third person with witness account	Because, when, if, as, after, before	Paragraphing for for and against	Offering opinions in conclusion	Offering opinions in conclusion	Because, when, if, as, after, before
Cross-curricular Writing Opportunities		Link to computing – E-safety	N/A Science afternoon	Link to PSHE	N/A Science afternoon	Link to R.E	N/A D.T afternoon	N/A art afternoon
Science objectives	**Week 3 and 5 – Theme afternoon** **Forces** I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can take measurements, using a range of scientific equipment, with increasing accuracy and precision I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models							
History objectives	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geography objectives	**Week 2 – Theme Day** **Theme park locations** I can name and locate counties and cities in the UK. I can identify key topographical features and land use patterns. I can explain how a location fits into its wider geographical location; reference to human and economical features I can recognise how physical and human characteristics can affect the lives and activities of people living there.							
Religious Education objectives	**Week 6 – Theme Day** **Buddhism** I can understand the challenges of commitment I can consider and apply ideas about ways in which diverse communication can live together for the well-being of all I can describe and understand links between stories and other aspects of communities I can discuss and apply my own and others' ideas about ethical questions I can discuss and present thoughtfully on my own and other peoples' views on challenging questions I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all							
Art objectives	**Week 8 – Theme day**							

	People on rolleroasters I can identify and draw objects and use marks and lines to produce texture I can successfully create mood and feeling in my art. I can use images which I have created, scanned and found, altering them with digital software to create artwork with meaning. I can question and make thoughtful observations about starting points and select ideas and processes to use in my work.	
Design and Technology objectives	**Week 7 – Theme day** **Designing Ferris wheels** I can design innovative, functional and appealing products aimed at a particular group I can present a range of alternative ideas using annotated sketches, cross- sectional drawings and exploded diagrams and suggest pros and cons for each. I can discuss how innovative a product is and suggest improvements I can critically evaluate the appearance and function against original criteria of my product using the views of others and my own feedback I can expertly use appropriate tools and materials for my products and understand why these are being used **Designing Ferris wheels** I can investigate using an electrical system in my product I can create my own electrical system e.g. using switches, bulbs, buzzers and motors I can recognise the effect of changing part of my electrical system and how this will impact on the use of my product	
PSHE objectives	**Week 4 – Theme day** I can understand why we have rules in life I can know how to cope with feelings I can know how to cope with feelings I can know how to solve a problem I can know some of the things that help us in school to learn and play well I can consider how successful our new beginning in Year 5 has been	

Computing objectives		**E-Safety** I can use technology safely, respectfully and responsibly.	**E-Safety** I can recognise acceptable/unacceptable behaviour	**E-Safety** I can identify a range of ways to report concerns about content and contact.	**E-Safety** I can understand that the Internet contains fact, fiction and opinions and begin to distinguish between them	**E-Safety** I can understand what personal information should be kept private.	**E-Safety** I can know that passwords keep information secure and that they should be kept private	**E-Safety** I can know that passwords keep information secure and that they should be kept private

Music objectives		**Livin' on a Prayer** I can listen and appraise I can compose I can perform	**We Will Rock You** I can listen and appraise I can compose I can perform	**Smoke on the Water** I can listen and appraise I can compose I can perform	**Rockin' All Over the World** I can listen and appraise I can compose I can perform	**Johnny B. Goode** I can listen and appraise I can compose I can perform	**I Saw Her Standing There** I can listen and appraise I can compose I can perform	
French objectives		**The Olympics** I can tell you the key facts about the Olympics	**The Olympics** I can tell you the key facts about the Olympics	**The Olympics** I can remember the ten nouns	**The Olympics** I can remember the ten nouns	**The Olympics** I can use the verb faire	**The Olympics** I can use the verb faire	**The Olympics** I can use de, la, de'l and du correctly