



Burnt Oak Junior School Medium Term Plan 2024-25 Autumn 1

	Year: 5					
	Term: Autumn 1		IPC Topic: Brainwave			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonics/ Spelling	cious	tious ious	short i	long i	homophones	Near homophones
Reading	Retrieve / Infer Summarising main ideas from more than one paragraph, identifying key details which support the main ideas. Interpret Asking questions to improve their understanding. Viewpoint Identifying themes in a wide range of texts and books.	Retrieve / Infer Summarising main ideas from more than one paragraph, identifying key details which support the main ideas. Interpret Asking questions to improve their understanding. Viewpoint Identifying themes in a wide range of texts and books.	Retrieve / Infer Summarising main ideas from more than one paragraph, identifying key details which support the main ideas. Interpret Asking questions to improve their understanding. Viewpoint Identifying themes in a wide range of texts and books.	Retrieve / Infer Summarising main ideas from more than one paragraph, identifying key details which support the main ideas. Interpret Asking questions to improve their understanding. Viewpoint Identifying themes in a wide range of texts and books.	Retrieve / Infer Summarising main ideas from more than one paragraph, identifying key details which support the main ideas. Interpret Asking questions to improve their understanding. Viewpoint Identifying themes in a wide range of texts and books.	Retrieve / Infer Summarising main ideas from more than one paragraph, identifying key details which support the main ideas. Interpret Asking questions to improve their understanding. Viewpoint Identifying themes in a wide range of texts and books.
English	Stories set in another culture <ul style="list-style-type: none"> . Editing and improving simple sentences . Editing basic errors in punctuation and composition. 	Stories set in another culture <ul style="list-style-type: none"> . Identify cultural references in a narrative . Use expanded noun phrases to add precise detail to describe a setting . Develop and describe characters in detail . Use dialogue to help to tell the story . Understand the structure of a narrative 	Stories set in another culture <ul style="list-style-type: none"> . Plan a narrative in note form . Include cultural references to set the context of the story . Develop and describe characters and settings in detail . Use expanded noun phrases to add precise detail . Editing to clarify meaning 	Application letters <ul style="list-style-type: none"> . Use specific language and devices to persuade . Use and sustain a formal tone throughout . Choose and use formal vocabulary, including the subjunctive form . Use and sustain the first person perspective 	Application letters <ul style="list-style-type: none"> . Structure a letter in clear paragraphs . To use and sustain a formal tone, including the use of the subjunctive . Use specific language and devices to persuade. . Editing writing for meaning . Editing writing for impact 	Application letters <ul style="list-style-type: none"> . Use and sustain the first person perspective . Use specific language and devices to persuade. . Editing writing for meaning . Editing writing for impact
Maths	Place Value <ul style="list-style-type: none"> . Times table recap x3, x6, x12 . Times table recap x4, x8, x7, x9 . Roman numerals . Numbers to 10,000 . Numbers to 100,000 	Place Value <ul style="list-style-type: none"> . Numbers to 1 million . Read and write numbers to 1 million . Powers of 10 . More or less 10 /100/1000/10000 . Partition to 1,000,000 	Place Value <ul style="list-style-type: none"> . Number line to 1,000,000 . Compare & Order to 100,000 . Compare & Order to 1,000,000 . Round to nearest 10/100/1000 . Round to nearest 100,000 	Addition & Subtraction <ul style="list-style-type: none"> . Mental strategies . Add whole numbers with more than 4 digits . Subtract whole numbers with more than four digits. . Round to check answers . Inverse operations (addition & subtraction) 	Addition & Subtraction <ul style="list-style-type: none"> . Multi-step addition and subtraction problems. . Compare calculations . Find missing numbers . Mini assessment of Place Value . Mini assessment of Addition & Subtraction 	Fractions <ul style="list-style-type: none"> . Find equivalent to a unit fraction . Find equivalent to a non-unit fraction . Recognise equivalent fractions. . Convert improper into mixed fractions
RE	How many people believe in God?	Is God Real? What do Christians think?	How do we know what is true? Why do people believe or not believe in God?	What do Christians believe about how the world began? Do they all share the same idea?	Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?	Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?
PSHE	To understand the basic rights of children and who is responsible for ensuring they are achieved.	To understand how rights, rules and responsibilities affect them and others in class and in the school.	To take an active role in making and changing rules and in carrying them out.	To recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school.	To understand why rules and laws are needed in society.	To know about the role of parliament and MPs.
IPC (3 CT sessions)						
Science/ Health and Wellbeing	Entry point How do we develop neuronal connections in our brains?	What different strategies can be used to memorise things? How can self-talk and motivational quotes impact learning?	How are knowledge, skills and understanding assessed? How do the personal goals connect to our learning Exit Point			

		What strategies can support us in learning well?				
Geography						
History						
Computing				<p>Entry: use a different website or search engine to find information. Each round will be timed and at the end of each round, the winner will be the group who finds the answer first</p> <p>C1. make a poster to show what can happen when using YouTube to help with home learning.</p> <p>C2. create a list of dos and don'ts to use when researching online. This will require them to interpret why these items are featured on the list and what should be avoided.</p>	<p>C3. create a visual display demonstrating which Boolean operators work with their search engine and how they help refine results.</p> <p>C4. produce a guide to copyright in school</p> <p>C5. create an information Powerpoint about using the internet safely, effectively and critically.</p>	<p>Int 1. write a persuasive piece to a chosen big tech company and suggest improvements that they could make in an effort to protect children better. Children could refer to their rights as a child in their letter or law.</p> <p>H&W 1. Explore the question: What is the difference between saying something out loud and posting it online?</p> <p>Exit: The group will design a workshop that they could do with a small group to teach them about the area in which they are an expert.</p>
MFL	Names of common pets	Do you have you a pet? I have a _____ and _____	My pet is called Match pictures to words	I have and I do not have a pet.	Use of connectives when discussing pets.	I like / do not like _____(pets names)
PE	SPECIALIST TEACHING					
Music (IPC)						
Art / DT (IPC)						