



Medium Term Planning – Year 5

Topic: Medieval Mysteries

Date: Spring 2 2019

Memorable Experience: Visit to Eyam (Week 4)

Week	Session 1	Session 2	Session 3	Session 4	Session 5
1	<p><b>History: LO: to know and sequence key events of time</b>            Look at a range of time periods (both British and worldwide) including ones already studied alongside the time periods covered this half term. Order and place on a timeline include key dates and key events that occurred during the time periods. Ensure chn see where in History our focus will be.</p>	<p><b>History: LO: to deduce information from historical evidence</b>            Use of images of Black Death and a wide range of sources of historical evidence that link to the Black Death – what can you deduce about it?            Think about what you can see and what you can infer. What other information would you like to know?</p>	<p><b>PHSE/SCIENCE: LO: to understand that our bodies will change through puberty</b>            Pre assessment Quiz – true or false statements about puberty. How do we change?            Use a dictionary to find out the meanings of the words ‘puberty’ and ‘adolescence’. Write them up (possibly on computer) and display the best ones            Ask the children to think about all the changes that will take place in their bodies as they grow older            Discuss how these changes might make them feel            Children write a letter to an ‘agony aunt’ expressing worries about ‘growing up’. Swap with a partner, partner writes a reply giving appropriate information</p>	<p><b>PE</b>            Mr Smith: Tag Rugby            Class Teachers: Basketball            Expert dribbling – focus on dribbling skills, how to move with the ball effectively control it</p> <p><b>ICT</b>  <b>LO: to explain how Google Earth can be used to find information for different purposes</b>            Explore Google Earth and the navigation tools linked to it, how do they gather this information? Why?            What information are we using to find these locations? (GPS)</p>	<p><b>FRENCH</b>            Revising past vocabulary: numbers, colours, body parts, days of the week etc</p> <p><b>RE: LO: to make significant links between Islamic ritual and their own lives.</b>  <b>What matters to me?</b>            Shahadah - I believe...            Salah - Every day I will...            Zakah - Every time I get pocket money I will...            Sawm - Once a year I will...            Hajj - Once in my lifetime I will...</p>
2	<p><b>History/Geography: LO: use maps and plans from the past to explore events</b>            Find out where the Black Death originated and how it first came to Britain. Plot on a world map where it started and which areas/countries were affected. Draw sketch maps or mark findings on a printed map.</p>	<p><b>History: LO: to recognise and explain in detail changes that have happened</b>            Use a range of source materials, including first-hand accounts, to sequence the symptoms and changes that occurred when someone was infected with the Black Death. Create an image to represent this, explain changes clearly within a letter describing what you have noticed about a plague victim</p>	<p><b>PHSE/SCIENCE: LO: to recognise changes I can or cannot control</b>            Which changes can we control?            Ask the children to think about some changes that occur which they can control and write up answers, e.g. clothing, friends, food, leisure activities and then think of ones they cannot control, e.g. hair growing under arms, developing breasts, voices deepening in boys, etc.            Ask the children to think of all the ways they have changed in the last 3 years.            Ask them to make 3 lists: appearance, personality, relationships. Ask them to suggest changes they would like to make now.</p>	<p><b>PE</b>            Mr Smith: Tag Rugby            Class Teachers: Basketball            Skilful passing – focus on range of passes and when they would be used effectively in a game of basketball eg: chest pass, overhead pass and bounce pass</p> <p><b>ICT</b>  <b>LO: to create a virtual journey with narration</b>            Can they locate school without the search tools? Which is more efficient?            Use directions tool to create a route from home to school and use street view to travel along it. Can they narrate their journey and create a tour?</p>	<p><b>FRENCH</b>            Basic conversational skills, greetings and enquiring about how someone is</p> <p><b>RE: LO to understand the importance of places to individuals</b>            Why are there now over 50 mosques in Yorkshire?            To understand that ‘special’ place has to do with how an individual feels about the place, and this may not be the same for everyone.            To begin to think about the new mosques in the region, and why they have grown up.</p>



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			<p>Write a list of “What I’d like to change about me”. Next to it write “What can I do about it?”, e.g.</p> <table border="1"> <thead> <tr> <th>What I’d like to change about me</th> <th>What can I do about it</th> </tr> </thead> <tbody> <tr> <td>I’d like to be taller</td> <td>Nothing!</td> </tr> <tr> <td>I’d like to stop blushing</td> <td>Try not to worry so much</td> </tr> <tr> <td>I’d like to be more energetic</td> <td>Do more exercise</td> </tr> </tbody> </table>	What I’d like to change about me	What can I do about it	I’d like to be taller	Nothing!	I’d like to stop blushing	Try not to worry so much	I’d like to be more energetic	Do more exercise	
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3	<p><b>History: LO: to identify similarities and differences between time periods</b>            Research the factors which caused London to have one of the fastest growing Black Death infection rates. Use maps (old and new) and other sources of evidence to list the human and physical characteristics that caused the rapid spread. Could this happen again? Discuss how changes in our lifestyle would prevent the infection from spreading so rapidly.</p>	<p><b>History: LO: to relate to ideas, beliefs, attitudes and experiences to explain</b>            Focus on cures for the Black Death – why do you think they sound so strange? Why might they have come up with these ideas? Think about peoples viewpoints and beliefs during that time period</p>	<p><b>PHSE/SCIENCE: LO: to understand how and why our emotions will change during puberty</b>            Emotions and feelings during puberty: As a class, brainstorm the words that children associate with feelings. Make 2 lists – positive and negative. Children should decide where their words go            Invite them to give examples of how words in both lists can be used            What do they do when they have negative feelings? Positive circle time activity using prompts such as: “When I feel angry I ...” or “When I feel sad I ...”, etc.            Children could make their own collection of cut out faces depicting a variety of feelings and emotions, label them            Invite them to colour in each word in a colour that they think goes with the feeling, or draw a face to show the feeling</p>	<p><b>PE</b>            Mr Smith: Tag Rugby            Class Teachers: Basketball            Footwork and Pivoting – look at ways of moving eg: being light on our toes, sprinting, side stepping how to pivot when with the ball. Look at combining dribble, pivot and pass</p> <p><b>ICT</b>  <b>LO: to create an interactive presentation about a dream destination using Google Earth</b>            Where in the world would you like to go? Use PowerPoint alongside Google Earth to take screenshots and copy and paste (include shortcuts) or the snipping tool to make a map, how to get there from home, weather, interesting information and photos using a range of tools from Google Earth</p>	<p><b>FRENCH</b>            Continue conversational skills – include asking someone’s age  <b>RE: LO: to consider how Muslim people feel about their local mosque</b>            Choose some words that describe a Muslim special place.            Think of some feelings that go with a special place.            Consider some ‘why’ questions about the story            Think about the Call to Prayer in Islam and whether it is a good idea to make this publicly in Yorkshire mosques.</p>							
4	<p><b>History: LO: to know and sequence key events from the</b></p>	<p><b>EYAM VISIT</b>            Geography – fieldwork skills</p>	<p><b>PHSE/SCIENCE: LO: to understand how and why our</b></p>	<p><b>PE</b>            Mr Smith: Tag Rugby</p>	<p><b>FRENCH</b>            Family members</p>							

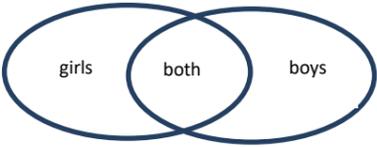


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	<p><b>outbreak of plague in Eyam</b> Focus on Eyam history- - why are we going? What makes important during this point in history? Look at events from outbreak and focus on how and why they made the effort to stop the spread</p>	<p>including using points of a compass and grid references. Comparing maps of the area from past to present History – to look at similarities and differences in the spread of the plague in the second outbreak, compare location of Eyam to London</p>	<p><b>emotions will change during puberty</b> Class teacher to lead discussion on the feelings associated with puberty Class teacher to remind pupils that as well as physical changes, there are emotional ones too. Sometime there are mood swings. It is important to remember that other people have feelings too Ask pupils to think about a time when someone did something for them or to them that made them feel happy/sad/embarrassed/stupid, etc. Talk about what kind of physical contact is acceptable or unacceptable and how to respond Class teacher to lead discussion on how what others do affects how we feel, so what we do affects how others feel Circle time activity – At the end of this section around respecting the feelings of other “In future, I will ...” On a large sheet get children to draw a large happy/sad face in the middle and write sentences around it, e.g. I am happy when people accept me as I am, I am sad when people call me names, etc.</p>	<p>Class Teachers: Basketball Keeping possession – look at difference between attacking and defending and how to approach these correctly, safely and fairly. <b>ICT</b> <b>LO: to use logical thinking, imagination and creativity to extend a program</b> Use of Logo or Texttease Turtle to draw a repeating pattern – challenge: how many regular polygons can you create? They need to recognise is that they are turning the turtle through angles of the shape. Extend to using the different level keypands</p>	<p><b>RE LO: To understand what a mosque is like?</b> Why does a mosque matter for Muslims? To become familiar some things that pupils may encounter at the mosque which indicate its use and importance, linking to their understanding of worship and sacred space. To develop awareness of the mosque as a special / sacred place for Muslims, learning in detail about the practice of worship.</p>
5	<p><b>History: LO: to recognise why accounts of history may differ</b> <b>What can we tell about Henry VIII from his portraits?</b> Drawing initially on what pupils already know about this larger than-life figure, this enquiry question gets pupils quickly involved in exploring their own interpretations of Henry and how they came to be created. Providing pupils with a clear chronological overview allows them to set this study of portraits against the key events that were happening in</p>	<p><b>History: LO: to consider why historical changes happened</b> Why did Henry really break with Rome: love or religion? Sequence images of events leading the break with Rome, look at the images from other points of view. Link with ideas and beliefs at the time</p>	<p><b>PHSE/SCIENCE: LO: to understand what happens during the menstrual cycle</b> Periods - what do I know? Ask the children to share what they already know about periods. Dispel any myths or inaccuracies Look at a simple version of what happens during a period and what they can do for support when they begin. Ensure that they understand why this happens and why it happens to girls not boys and for boys to understand and respect the changes girls will go</p>	<p><b>PE</b> Mr Smith: Tag Rugby Class Teachers: Basketball Smart marking – look at stance and body position and purpose of marking in a game of basketball. Focus on both defensive stance and man-to-man marking <b>ICT</b> <b>LO: to refine a procedure using repeat commands to improve a program</b></p>	<p><b>FRENCH</b> French verbs <b>RE: LO: to understand why mosques are sacred places for Muslims</b> Why is a Mosque a special or sacred place for Muslims? What can we learn about it? That Muslims are one of Britain’s religious communities, the second largest after Christians □ About the use of a prayer mat, to create a clean place from which to</p>



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	Henry's life at that time.		through Give individuals the opportunity to approach class teacher/School Nurse privately to discuss any worries/concerns about menstruation	Look at sequences of commands and how we can be more efficient. Introduce repeating a set of commands to produce a regular shape. Look at how to calculate angles of shapes to support with commands and challenge to create formulas to different shapes.	pray to Allah. ☐ That a Mosque is a sacred place for Muslims. ☐ About some of the important features of a Mosque. ☐ About what a Mosque feels like and looks like.
6	<p><b>History: LO: to consider why historical changes happened</b> <b>How different was life for people at different levels of society living in Tudor times, and how do we know?</b></p> <p>This question enables pupils to differentiate between life of people at different levels of society as well as examining authentic evidence from wills and inventories which illuminate how much or little people possessed. A focus on homes also highlights the massive gulf in daily life of rich and poor.</p>	<p><b>History: LO: to understand why historical accounts may not be accurate</b></p> <p>Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? Pupils have to get a portrait painter released from gaol but first they need background knowledge. Pupils sequence undated images of Elizabeth dating from her as princess to one painted after her death. They seem to show her looking younger as she gets older. Why? Pupils read Cecil's explanation and place portraits in their context. They grasp that portraits are in fact propaganda and explore reasons for this, having looked in detail at one famous portrait, seating the artist, in dramatic role play</p>	<p><b>PHSE/SCIENCE: LO: to understand the different changes that occur for girls and boys</b></p> <p>How do boys change? Class teacher to lead discussion that it is not only girls who have things to cope with during puberty (e.g. periods, breast development) Ask class if they know any things that happen to boys at this time (e.g. voice breaking, body hair etc) Ask class to look at things which happen just to girls, just to boys or to both Make a diagram of two circles which overlap, put things which happen just to girls in one circle, just to boys and to both in the overlap, e.g.</p> 	<p><b>PE</b> Mr Smith: Tag Rugby Class Teachers: Basketball Let's play – apply skills to competitive games of basketball, focus on teamwork and communication and the rules of the game</p> <p><b>ICT</b> <b>LO: to create efficient procedures</b> Use a set of commands to explore what shape they will create. Introduce procedures eg: "You are going to teach the computer how to draw a square" Teach and apply to different shapes</p>	<p><b>FRENCH</b> Reading and writing numbers in French</p> <p><b>RE: LO: to understand the importance of respect for Muslim people</b> Respect: what does it mean, and how is it shown? Why Muslims come to a Mosque, what they do there and how they care for it, including an exploration of the idea of respect.</p>
7	<p><b>History: LO: to know and understand key events in a historical event</b> <b>How on earth was Elizabeth able to defeat the mighty Spanish Armada?</b></p> <p>This enquiry goes wider than you might imagine. Firstly the reasons for the Armada are briefly explored to revisit the idea of religious change. Secondly it introduces the key issue of</p>		<p><b>PHSE/SCIENCE: LO: to understand the changes that will happen to our bodies from birth to old age</b></p> <p>Revisit the life cycle work from last half term. Look at the physical and emotional changes right from birth up to old age. Re-create a life cycle but with a focus on explaining those changes</p>	<p><b>PE</b> Mr Smith: Tag Rugby Class Teachers: Basketball Let's play – continue with a basketball tournament, address key areas for development from last week's games</p> <p><b>ICT</b> <b>LO: to break down a problem to create an effective algorithm</b> Talk through algorithms for different</p>	<p><b>FRENCH</b> Revision of French vocabulary across all topics.</p>



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	overseas exploration at this time which was a key late Tudor development			images (Eg: a flower). Can you recreate this? What about creating other patterns? Can you connect 2 shapes together?	
					<b>RE: LO:</b>