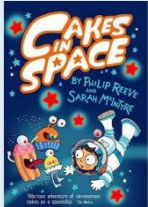




Medium Term Planning – Class 5 – Autumn Term 2

	Overview/ Topic	Week 1 03.11.25	Week 2 10.11.25	Week 3 17.10.25	Week 4 24.10.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25	
Key events									
Maths	Number and measurement	Number Addition and Subtraction	Number Addition and Subtraction	Number Addition and Subtraction	Number Addition and Subtraction	Measurement Money	Measurement Money	Measurement Money Problem Solving	
English T4W	Non-chronological reports 	Immerse Hook Hunt for cakes  I can make a prediction	Immerse Comprehension questions	Immerse Comprehension questions Grammar activities	Imitate Retell Cakes in Space Research non-chronological reports	Imitate/Innovate Young people to plan their own non-chronological reports on space	Innovate Young people to write their own non-chronological reports on space	Innovate Young people to type up their own non-chronological reports	
Science	Electricity	State that electricity needs a circuit to flow	State that components need a power source to work	State that batteries give the 'push' of electricity in a circuit and this is measured in volts	Name materials that are good conductors	Name materials that are poor conductors	Recognise that in parallel circuits the electricity has a choice of routes	Consolidation	
Humanities	Marvellous maps	<u>Introduction -</u> Young people work in a group to complete a 'treasure hunt' activity using maps.	<u>Using atlases</u> Young people find countries in Europe and North and South America on a map,	<u>Symbols</u> Young people find information in an atlas using the index and simple co-	<u>Compass points</u> Young people use their map skills from previous lessons to hide some treasure within a given location	<u>Grid reference</u> As a class, play Battleships Battleships	<u>Planning a route</u> Young people use their learning to plan a journey using the eight compass points and four or six-	No lesson – carol service.	



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		Show a range of basic maps and ask young people to identify key features. Young people create a map of their bedroom.	demonstrating prior knowledge of 'Equator' 'Cancer' and 'Capricorn'. Young people find towns and cities in the UK on a map and identify some of their features. Young people map distances from hometowns.	ordinates and use a key to describe features on an Ordnance Survey map. Using a basic map of the school site, young people identify key locations and create their own symbols for these.	and write clues using the eight compass points.	Young people use four or six-figure grid references to locate places on a map.	figure grid references. Using comparable historical maps, young people work to describe how land use has changed over time.		
RSHE		What is mental wellbeing?	What is the vocabulary associated with body sensations and emotions?	How can we recognise early signs of negative mental wellbeing in ourselves and others?	How can you evaluate the impact of your actions on your mental wellbeing?	What are practical ways to improve mental wellbeing? (social interactions, relationships) (5 ways to wellbeing)	What are practical ways to improve mental wellbeing? (physical activities, diet) (5 ways to wellbeing)	Recap learning of the term.	
RE		What special things do I have in my home?	What special things might we find in Jewish homes?	What are the special times in my family?	What is Shabbat?	What is Hannukah?	Symbols of Christmas	Symbols of Christmas	
PE		Net/Wall Games Badminton	Net/Wall Games	Net/Wall Games	Net/Wall Games Short Tennis	Net/Wall Games Seated Volleyball	Net/Wall Games Volleyball	Net/Wall games Volleyball	



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			Badminton	Short Tennis					
Art	Medium: pencil, charcoal and pastels Topic: Iceland	Week 1: Introduction to the Aurora and drawing with charcoal What are the Northern Lights?	Week 2: Introduction to the Aurora and drawing with charcoal Creating a silhouette landscape	Week 3: Experimenting with chalk pastels and blending Colour and Texture	Week 4: Experimenting with chalk pastels and blending Reflecting Light	Week 5: Experimenting with chalk pastels and blending	Week 6: Experimenting with chalk pastels and blending Adding details and finishing touches	Week 7: Young people can provide a self-evaluation of their work	
Computing	Topic: Initiate and participate in a video call	Lesson 1 – Introduction to Video Calls Learning Objective: We are learning what video calls are and why people use them so that we can understand how they help us communicate. Summary: Young people explore what a video call is, where it is used (school, family, work), and discuss rules for	Lesson 2 – Joining a Video Call Learning Objective: We are learning how to join a video call so that we can participate safely and appropriately. Summary: Young people practise logging into Microsoft Teams and joining a call. Teacher models safe and appropriate behaviours	Lesson 2 – Joining a Video Call Learning Objective: We are learning how to join a video call so that we can participate safely and appropriately. Summary: Young people practise logging into Microsoft Teams and joining a call. Teacher models safe and appropriate behaviours	Lesson 3 – Speaking and Listening on a Video Call Learning Objective: We are learning how to speak and listen clearly on a video call so that everyone can understand and take part. Summary: Young people practise turn-taking, using mute/unmute, and waiting their turn. Emphasis on listening skills and non-verbal	Lesson 3 – Speaking and Listening on a Video Call Learning Objective: We are learning how to speak and listen clearly on a video call so that everyone can understand and take part. Summary: Young people practise turn-taking, using mute/unmute, and waiting their turn. Emphasis on listening skills and non-verbal	Lesson 4 – Sharing on a Video Call Learning Objective: We are learning how to share ideas and resources on a video call so that we can work together more effectively. Summary: Young people practise simple sharing (chat, screen share if appropriate, showing an item on camera). Focus on respectful	Lesson 4 – Sharing on a Video Call Learning Objective: We are learning how to share ideas and resources on a video call so that we can work together more effectively. Summary: Young people practise simple sharing (chat, screen share if appropriate, showing an item on camera). Focus on respectful	Lesson 5 – Participating in a Group Video Call Learning Objective: We are learning how to take part in a group video call so that we can communicate successfully with others. Summary: Young people participate in a structured group call (e.g., sharing their favourite



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		respectful online communication.	(muting, background awareness, camera use).	(muting, background awareness, camera use).	communication (nodding, hand-raising).	communication (nodding, hand-raising).	behaviour and staying on-topic.	behaviour and staying on-topic.	hobby). Reflection on what went well and how to improve next time.
Lifeskills	Independent Living	I can manage my nail care.	I can find and follow a recipe from a website.	I can care for a plant.	I can sort laundry into whites, lights and darks.	I can identify hazards and risks in the home.			
		I can clean a bathroom.	I can clean a kitchen. I can use a hob / oven / microwave.	I can recognise and use garden tools. I can recognise the difference between plants and weeds.	I can put clothes in the washing machine and turn it on. I can use an iron. I can sort recycling. I can check waste collection dates. I can change the bedding on a bed.	I can identify ways to keep my house safe.			
Enrichment	Swimming	Water safety	Water safety	Water safety	Water safety	Water safety			