

**Millbrook Medium Term Plan**  
**TERM – Autumn 2017**  
**YEAR GROUP - 5**

<p><b><u>Purposeful language and Literacy</u></b></p> <p>Diary recounts in role as Victorian child worker (teaching text – recount in role as Jim Jarvis ‘Street Child’).</p> <p>Narrative, inspired by lives of Victorian child workers.</p> <p>Discussion texts about whether children should have jobs (teaching text – should children go to school?)</p> <p>Non-chronological reports about the working lives of children in Victorian England.</p> <p>Persuasive leaflets advertising the experience of Trencherfield Mill (teaching text – leaflet for significant school trip experienced last year).</p>	<p><b><u>History</u></b></p> <p>Explore the meaning of the word era (and other historical vocabulary) and the relationship between our monarch and Queen Victoria.</p> <p>Place and order events on timelines.</p> <p>Describe some of the effects of the industrial revolution upon Wigan.</p> <p>Compare present day and Victorian Wigan using maps and visual resources.</p> <p>Visit local site of historical interest and compare to during the Victorian period.</p> <p>Make deductions from historical artefacts and raise and answer questions.</p> <p>Research, role play and compare the working lives of Victorian children.</p> <p>Debate the positives and negatives of any jobs carried out by Victorian children.</p> <p>Role play a day in the life of a Victorian school child.</p>	<p><b><u>Computing</u></b></p> <p>To use repetition and selection functions in creating a game.</p> <p>To create a range of backgrounds and sprites based upon a Victorian theme.</p> <p>Use logical reasoning to debug games.</p>	<p><b><u>Working scientifically</u></b></p> <p>Explore how gears, levers and pulleys produce mechanical advantage.</p> <p>Predict materials that will dissolve in water and discover how recover some substances from a solution.</p> <p>To carry out a fair test, based upon our own scientific questions.</p> <p>Demonstrate how some solids, liquids and gases might be separated using filtering, sieving and evaporating.</p> <p>Differentiate between changes of state which are reversible and those which produce new materials.</p>	<p><b><u>PSHCE</u></b></p> <p>Our Happy School</p> <p>Out and About</p>
<p><b><u>Drama/role play opps</u></b></p> <p>Day in life of a Victorian school child.</p>		<p><b><u>Learning about and from religion.</u></b></p> <p>Judaism</p>	<p><b><u>Art and Design</u></b></p> <p>Improve line, tone and proportion through Victorian self-portraits.</p> <p>To explore different textures and basing work on observation in creating Victorian house sketches.</p> <p>To investigate perspective and vanishing points in observing and sketching streets.</p> <p>Manipulate blocks to create relief prints of houses.</p>	<p><b><u>PE</u></b></p> <p>Handball</p> <p>Gymnastics – Balances</p> <p>Tag Rugby</p> <p>Circuit Training</p>
<p><b><u>Geography</u></b></p> <p>To begin to explain the location of canals, railways and roads within Wigan Centre.</p> <p>Investigate changes to Wigan Pier area over time and planned changes for the future. Investigate land use changes in Wigan over time.</p> <p>Begin to develop sense of distance between key cities and towns of the industrial revolution (and link to UK counties).</p>	<p><b><u>Geography contin...</u></b></p> <p>To make detailed, labelled, maps of some key human features of towns.</p> <p>To use and understand Ordnance Survey symbols and to use 4 and six figure grid references for maps.</p> <p>Explore the natural resources that fuelled the industrial revolution and where they were in relation to towns and cities.</p> <p>Compare villages, Towns and cities and explore what makes each.</p>	<p><b><u>Title- We've gotta get out of this place.</u></b></p> <div style="text-align: center;">  </div> <p><b><u>Starting visit-</u></b> Trencherfield Mill (and Wigan pier area).</p>	<p><b><u>Music</u></b></p> <p>To sing songs in unison and in 2 parts.</p> <p>Listen to a range of music from the Romantic Period.</p> <p><b><u>End focus/celebration sharing event</u></b></p>	<p><b><u>Using maths in context:</u></b></p> <p>Measures – designing vehicle housing.</p> <p>Weights/measures/time – following recipe</p> <p>Scale and coordinates – through map work.</p> <p>Chronological order and the language of time.</p> <p>Ratios – gears/pulleys</p> <p>Taking accurate measures – through all experimentation.</p>
		<p><b><u>Design ..make ..evaluate...technical knowledge inc cookery</u></b></p> <p>Create a housing for a moving vehicle.</p> <p>Incorporate gears or a pulley and experiment with design ideas to make it move as quickly as possible.</p> <p>Use a variety of cooking techniques to prepare bread – shape and present it in an attractive way (following research).</p>		<p><b><u>Significant persons: scientist/artists /composers/ historical figures</u></b></p> <p>Queen Victoria</p> <p>Charles Dickens</p>

