



Medium Term Plan Year: 5 Term: 2

Maths

<p>Week 1 - Multiplication and Division</p> <ul style="list-style-type: none"> - Explore square numbers - Explore cube numbers - Multiply by 10, 100 and 1,000 - Divide by 10, 100 and 1,000 - Multiples of 10, 100 and 1,000 	<p>Week 2 - Fractions</p> <ul style="list-style-type: none"> - Find fractions equivalent to a unit fraction - Find fractions equivalent to a non-unit fraction - Recognise equivalent fractions 	<p>Week 3 - Fractions</p> <ul style="list-style-type: none"> - Convert improper fractions to mixed numbers - Convert mixed numbers to improper fractions - Compare fractions less than 1 	<p>Week 4 - Fractions</p> <ul style="list-style-type: none"> - Order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions with the same denominator - Add fractions within 1 	<p>Week 5 - Fractions</p> <ul style="list-style-type: none"> - Add fractions with total greater than 1 - Add to a mixed number - Add two mixed numbers 	<p>Week 6 - Fractions</p> <ul style="list-style-type: none"> - Subtract from a mixed number - Subtract from a mixed number – breaking the whole
---	---	--	--	--	--

English Writing

Non-fiction unit: Newspaper			Narrative unit: Narrative (Mystery)		
<p>Week 1</p> <ul style="list-style-type: none"> - use a variety of conjunctions and modal verbs to explain reasoning - create different noun phrases - use short sentences to build tension - use parenthesis to make asides 	<p>Week 2</p> <ul style="list-style-type: none"> - use the passive voice - use technical vocabulary - use a range of formal sentence openers 	<p>Week 3</p> <ul style="list-style-type: none"> - use quotes - use factual adverbials - record facts using the passive voice - edit and redraft for cohesion 	<p>Week 4</p> <ul style="list-style-type: none"> - use the conventions of dialogue - use a range of modal verbs - use a range of conjunctions - set the scene using figurative language 	<p>Week 5</p> <ul style="list-style-type: none"> - use the subjunctive tone - use a range of formal sentence openers - plan - use adverbials - integrate dialogue 	<p>Week 6</p> <ul style="list-style-type: none"> - Edit for cohesion - record facts - use the passive voice

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - use a thesaurus to find synonyms. 	<p>Inference</p> <ul style="list-style-type: none"> - give evidence to support a point. 	<p>Prediction</p> <ul style="list-style-type: none"> - support predictions with relevant evidence 	<p>Explanation</p> <ul style="list-style-type: none"> - discuss and evaluate how authors use language 	<p>Retrieval</p> <ul style="list-style-type: none"> - retrieve using evidence from a text 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - summarise the main ideas from a text
--	---	---	---	---	---

DT Cooking and nutrition Global food that represents our Lambeth community	Geography- Lambeth (Local Area Study)	Year 5 Term 2 - Living things and their habitats
<p>Knowledge</p> <ul style="list-style-type: none"> - know that foods are seasonal - know that different countries and cultures use different ingredients due to availability of produce and trade - know that in our local community there are different cultures and this is reflected in the foods and ingredients we can find <p>Skills</p> <ul style="list-style-type: none"> -Begin to understand seasonality of foods -Describe how different cultures use different ingredients and this is linked to where they are grown or traded -Explain how there are different substances in food / drink needed for health -Explain how and why to be safe / hygienic and prepare and cook some savoury dishes safely and hygienically -Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p>Vocabulary</p> <ul style="list-style-type: none"> - Seasons/in season - ingredients/produce - peeling, chopping, slicing, grating, mixing <p>Learning Revisited</p> <ul style="list-style-type: none"> -Begin to understand food comes from UK and wider world - Describe how healthy diet= variety/balance of food/drinks <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> -Are all ingredients grown all year round in all parts of the world? -Why do different countries and cultures enjoy different foods? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know that the UK is split into counties and that London is split into Boroughs - Know that Lambeth is a London Borough and the names of boroughs that are adjacent to Lambeth - Wandsworth, Westminster, Southwark and Croydon - Know the 8 points of a compass - N,S,W,E,NE.NE.SE.SW and identify where Lambeth is within the UK (SE), London (S), Europe (NW) - Know how to use Ordnance Survey map of London/Lambeth and identify Streatham Hill and Tulse Hill stations using the 4-figure grid reference - Know some of the key features of Lambeth (commons, parks, high streets, train stations, underground stations) - Know how to observe, measure and record the above features of Lambeth using sketch maps, plans and digital technologies. Observe how the use can change over time <p>Skills</p> <ul style="list-style-type: none"> - name and locate counties and boroughs using maps - identify human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time - use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure record and present the human and physical features in Lambeth using a range of methods, including sketch maps, plans and graphs, and digital technologies <p>Learning Revisited</p> <ul style="list-style-type: none"> - What continent is the UK part of? Can you find it on a map? What are the main cities, rivers and mountains? - Can you explain the meaning of longitude and latitude? - Can you describe some similarities and differences between regions within the UK? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are the London Boroughs adjacent to Lambeth? - What are the 8 compass points? - Can you use 4-figure grid references to locate a land use in Lambeth? - What do you know about the different uses of land within Lambeth? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know the lifecycle of a common mammal - Know the lifecycle of a common amphibian - Know the lifecycle of a common insect - Know the lifecycle of a common bird - Know the differences between these lifecycles - Know the processes of reproduction for these animals <p>Skills (Working Scientifically)</p> <ul style="list-style-type: none"> - Classifying: To observe closely - Be able to compare not only based on physical properties but also on knowledge gained through previous enquiry - Pattern seeking: To ask scientific question -Ask a range of questions and identify the type of enquiry that will help to answer the questions. Ask further questions based on results - Researching: To ask scientific questions -Ask a range of questions recognising that some can be answered through research and others may not <p>Vocabulary</p> <ul style="list-style-type: none"> - life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual <p>Learning Revisited (Y4)</p> <ul style="list-style-type: none"> - Can you categorise living things in a variety of ways? - Can you use classification keys to group, name and identify living things? - Can you name environmental changes that pose a threat to living things? - Can you interpret a food chain and identify the producers, predators and prey? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you explain the lifecycle of a common mammal? - Can you explain the lifecycle of a common amphibian? - Can you explain the lifecycle of a common insect? - Can you explain the lifecycle of a common bird? - Can you explain differences between these lifecycles? - Can you explain the processes of reproduction for these animals?

Computing	French (MFL)	Music	Physical Education
<p>Creating Media: Video Production</p> <ul style="list-style-type: none"> - Explain what makes a video effective - Identify digital devices that can record video - Capture video using a range of techniques - Create a storyboard - Identify that video can be improved through reshooting and editing - Consider the impact of the choices made when making and sharing a video 	<p>Weather, Pets and Hobbies</p> <ul style="list-style-type: none"> - Learn to describe the weather - Use hobbies vocabulary - Give opinions with double verbs - Discuss pets - Use phonemes qu and oi - Tell a traditional tale: The fox and the crow. - Describe Christmas in France. 	<p>Singing: Jazz</p> <ul style="list-style-type: none"> - To sing in unison and to sing backing vocals. - To enjoy exploring singing solo. - To listen to the group when singing - To demonstrate a good singing posture. - To follow a leader when singing. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'. 	<p>Swimming</p> <ul style="list-style-type: none"> - To swim competently, confidently and proficiently over a distance of at least 25 metres - To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - To perform safe self-rescue in different water-based situations.
PSHE	Religious Education	Handwriting	Phonics/Word Study
<p>Safe Relationships</p> <ul style="list-style-type: none"> - Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations - Know how to ask for, give and not give permission for physical contact 	<p>Christianity: Festivals</p> <ul style="list-style-type: none"> - Understand that the Church has its own calendar with special names for certain times of the year - Recognise times associated with Jesus' life and how Christians understand and celebrate these events (Christmas) - Recognise times associated with Jesus' life and how Christians understand and celebrate these events. (Easter) - Understand times of reflection (Advent and Lent) - Understand the event of the Lord's Supper - Understand why Christians celebrate the Pentecost 	<ul style="list-style-type: none"> - Horizontal join to an anticlockwise letter - Joining from r, s and k - Joining from f to an ascender - Joining from f (no ascender) - Writing a paragraph in cursive 	<ul style="list-style-type: none"> - Words with a silent 't' - Words ending 'bly/ ble' - Words ending 'ent'
Story time texts	My Heart is a Poem - Various Authors		
Texts for writing	High Rise Mystery - Sharna Jackson		