



Medium Term Plan Year: 5 Term: 1

Maths

<p>Week 1 - Number</p> <ul style="list-style-type: none"> - understand and identify Roman numerals to 1,000 - understand Numbers to 10,000 - understand Numbers to 100,000 - understand Numbers to 1,000,000 - read and write numbers to 1,000,000 	<p>Week 2 - Number</p> <ul style="list-style-type: none"> - powers of 10 - 10 /100 /1000 /10,000 /100,000 more or less. - partition numbers to 1,000,000. - number line to 1,000,000. Step 10: Compare and order numbers to 100,000. 	<p>Week 3 - Number</p> <ul style="list-style-type: none"> - compare and order numbers to 1,000,000 - Round to the nearest 10, 100 or 1,000 - round within 100,000 - round within 1,000,000 	<p>Week 4 - Addition / Subtraction</p> <ul style="list-style-type: none"> - develop mental strategies for addition and subtraction - add whole numbers with more than four digits - subtract whole numbers with more than four digits - round to check answers - explore inverse operations (addition and subtraction) 	<p>Week 5 - Addition / Subtraction</p> <ul style="list-style-type: none"> - explore multi-step addition and subtraction problems - compare calculations - find missing numbers 	<p>Week 6 - Multiplication / Division</p> <ul style="list-style-type: none"> - understand multiples - understand common multiples - understand factors - understand common factors - explore prime numbers
--	--	---	--	--	--

English Writing

Narrative (Fiction - Adventure)			Non-fiction (Recount Diary)		
<p>Week 1</p> <ul style="list-style-type: none"> - use adjectives & verbs - create noun phrases - devise similes - devise metaphors. 	<p>Week 2</p> <ul style="list-style-type: none"> - write in 1st person - write in the past tense - use conjunctions - choose appropriate punctuation 	<p>Week 3: Independent Application of Skills</p> <ul style="list-style-type: none"> - plan - write - edit - publish <p>During this week children will work through the writing cycle from planning to publishing their big write</p>	<p>Week 4</p> <ul style="list-style-type: none"> - group descriptions according to senses - describe using senses - locate and identify expanded noun phrases - use expanded noun phrases 	<p>Week 5</p> <ul style="list-style-type: none"> - use a variety of sentence starters. - sequencing events - use metaphors - use modal verbs 	<p>Week 6: Independent Application of Skills</p> <ul style="list-style-type: none"> - plan - write - edit - publish <p>During this week children will work through the writing cycle from planning to publishing their big write.</p>

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - explore the meaning of words in context, confidently using a dictionary 	<p>Inference</p> <ul style="list-style-type: none"> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Prediction</p> <ul style="list-style-type: none"> - predict what might happen from details stated and implied 	<p>Explanation</p> <ul style="list-style-type: none"> - explain and discuss their understanding of what they have read, 	<p>Retrieval</p> <ul style="list-style-type: none"> - use evidence from across larger sections of text 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - discuss the themes or conventions from a chapter or text
--	--	--	---	--	---

Design Technology	Computing	French (MFL)	History	Music	Physical Education
<p>DT- Wooden framed lantern (with an electrical component)</p> <ul style="list-style-type: none"> - have a range of ideas - clearly explain how parts of the product will work. - mainly accurately assemble, join and combine materials/components - begin to be resourceful with practical problem - test and evaluate the final product 	<p>Computing systems and networks - Systems and searching</p> <ul style="list-style-type: none"> - explain how search results are ranked - identify that video can be improved through reshooting and editing - design a physical project that includes selection - explain that computer programs can be used to compare data visually - group objects to make them easier to work with - create a program which uses selection 	<p>Opinions and Sports Vocabulary</p> <ul style="list-style-type: none"> - use classroom instructions and opinions - use words for Sports - use clothes and 'je porte' in the context of sports clothing - use the Verb <i>avoir</i>: revise <i>j'ai</i> and learn <i>tu as, il a, elle a</i> and <i>nous avons</i> - use the pronunciation of the Phonemes a and ai - use masculine and feminine nouns: find the correct adjective ending for masculine and feminine forms in a dictionary. - develop dictionary skills 	<p>Abolitionists</p> <ul style="list-style-type: none"> - place historical events or change on a timeline, remembering key facts from a period of history studied - describe how a significant individual/movement has influenced the UK or wider world - examine causes and results of great events and the impact on people - appreciate how decisions have been made through Parliament - select relevant sections of information - fit events into a display sorted by theme 	<p>Singing</p> <ul style="list-style-type: none"> - sing in unison and sing backing vocals - demonstrate a good singing posture - follow a leader when singing - experience rapping and solo singing - listen to each other and be aware of how you fit into the group - sing with awareness of being 'in tune' - enjoy exploring singing solo - listen to the group when singing 	<p>Swimming</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.
PSHE	Religious Education	Science		Word Study	Handwriting
<p>Personal Identity and mental wellbeing</p> <ul style="list-style-type: none"> - list and celebrate different elements of our identity - identify gender as part of our identity and recognise gender stereotypes and gender dysphoria - compare different identities and respect diversity - Know some strategies for boosting our mood and keeping our minds healthy - reflect on what makes a community and the positive effect community involvement has on wellbeing 	<p>Peace</p> <ul style="list-style-type: none"> - consider Christian beliefs about 'the peace of God' - know that Ahimsa is an important concept in Hinduism - know that a number of key phrases derive from the word salaam (peace) including the name of the religion Islam; - know Humanists promote peace because they promote happiness and fulfillment in this life because they believe it is the only one we have; - consider practical ways of becoming agents for peace 	<p>Materials - properties and changes</p> <ul style="list-style-type: none"> - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. - <u>ask scientific questions</u>: ask a range of Yes/No questions to aid sorting and decide which ways of sorting will give useful information - <u>plan an enquiry</u> recognise and control variables where necessary - <u>observe closely</u> be able to compare not only based on physical properties but also on knowledge gained through previous enquiry - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - <u>draw conclusions</u> provide oral or written explanations for their findings 		<p>Spelling</p> <p>Group 1: Words with silent letters</p> <p>Group 2: Words ending with -ibly and -ably</p> <p>Group 3: : Words ending with -ibly and -ably</p>	<p>Penpals handwriting</p> <ul style="list-style-type: none"> - introducing sloped writing in letter families. - diagonal join to ascender th, sh, nb, nd, ht, st. - diagonal join no ascender ai, ay, kn, er, ie, en. - diagonal join to an anti-clockwise letter ac, sc, bo, da, ea, ho. - horizontal join to ascender wh, wl, oh, ol, of, ob. - horizontal join, no ascender, oi, oy, ou, op, ve.
Story time texts	<i>Aesop's Fables</i> - Michael Rosen				
Texts for writing	<i>Chalk</i> - Bill Thompson / <i>Oh, Freedom</i> - Francesco D'Adamo				

