



Medium Term Plan Year: 5 Term: 1

Maths

Week 1 - Place value - Number - 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	Week 2 - Place value - Number - understand powers of 10 - find numbers 10/100/1,000/10,000/100,000 more or less than a given number - partition numbers to 1,000,000 - understand the number line to 1,000,000	Week 3 - Place value - Number - compare and order numbers to 100,000 - 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	Week 4 - Addition and subtraction - Number - add and subtract numbers mentally (use mental strategies) - add whole numbers with more than four digits - subtract whole numbers with more than four digits - round to check answers	Week 5 - Addition and subtraction - Number - use inverse operations (addition and subtraction) - solve multi-step addition and subtraction problems - compare calculations - find missing numbers	Week 6 - Multiplication and division - Number - identify multiples - find common multiples - identify factors - find common factors
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English Writing

Narrative unit			Non-fiction unit (Diary Entry)		
Week 1 - predict - expanded noun phrases - use personification - use modal verbs	Week 2 - use the first person - use past tense - use figurative Language - use time Adverbials	Week 3 - use a thesaurus - select appropriate vocabulary - use rich, varied vocabulary - use modal verbs	Week 4 - identify purpose and audience - plan - use cohesive devices - evaluate own composition	Week 5 - edit - publish - identify relative pronouns - use relative clauses	Week 6 - select appropriate vocabulary - use personification - write to describe - edit

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- make inferences about actions, feelings, events or states.	- identify what the author is implying by 'reading between the lines'.	- distinguish between fact and opinion.	- skim and scan to retrieve information.	- summarise the main ideas drawn from more than one paragraph, page or chapter, identifying key details to support the main ideas.

Science: Forces

Week 1 -explore friction (step 1) -explore air resistance (step 2) Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). -Recognise which secondary sources will be most useful to research their ideas (non-statutory). Vocabulary: Force, contact force, friction, motion (step 1) air resistance, drag, parachute, force (step 2)	Week 2 -plan a fair test - investigation (step 3) Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Vocabulary: independent variable, dependent variable, controlled variable	Week 3 -carry out a fair test investigation (step 4) -evaluate (step 5) Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Working Scientifically: -Use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 4) -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results. (step 5) Vocabulary: air resistance, streamline, repeatability, precision (step 4) surface area, anomalous result, repeatability, precision (step 5)	Week 4 -explore water resistance -plan a comparative test investigation (step 6) -carry out a comparative test (step 7) Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (step 6) -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (step 7) Vocabulary: independent variable, dependent variable, controlled variable (step 6) water resistance, streamline, repeatability, precision (step 7)	Week 5 -explore gravity (step 8) Knowledge: -Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object. Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. Vocabulary: gravity, weight, contact force, non-contact force	Week 6: -investigate levers, pulleys and gears (step 9) Knowledge: -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Working Scientifically: Recognise which secondary sources will be most useful to research their ideas (non-statutory). Vocabulary: lever, gear, pulley, machine
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Design and Technology: Design and make a wooden framed lantern (with an electrical component)

Week 1 Knowledge objective: Know that different lanterns have been used throughout time in different parts of the world to provide light Skill objective: Evaluate and discuss existing products. Vocabulary: Lantern Design Product	Week 2 Knowledge objective: Know that a product should meet the design criteria to be fit for purpose Skill objective: Create own design criteria Vocabulary: Design criteria Translucent/transparent /opaque Frame	Week 3 Skill objective: Use selected tools/ equipment with a good level of precision and select appropriate materials, fit for purpose. Mainly measure, mark out, cut accurately, assemble, join and combine materials/components with precision and apply a range of finishing techniques Vocabulary: Translucent/transparent /opaque Frame	Week 4 Knowledge objective: know that a 3D frame can be reinforced and strengthened Skill objective: Use selected tools/ equipment with a good level of precision and select appropriate materials, fit for purpose. Mainly measure, mark out, cut accurately, assemble, join and combine materials/components with precision and apply a range of finishing techniques Vocabulary: Translucent/transparent /opaque Frame Reinforce	Week 5 Skill objective: Use selected tools/ equipment with a good level of precision and select appropriate materials, fit for purpose. Mainly measure, mark out, cut accurately, assemble, join and combine materials/components with precision and apply a range of finishing techniques Vocabulary: Translucent/transparent /opaque Frame Reinforce	Week 6 Knowledge objective: Know that a product should meet the design criteria to be fit for purpose Skill objective: Evaluate finished product against design criteria, considering purpose and appearance. Vocabulary: Purpose
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History: From Blanke to Raye: The Changing Story of Black British Music

Week 1 WALT: understand the significance of Black musicians in and before the 18th century Knowledge objective: Know that John Blanke and George Bridgetower were Black musicians who contributed to British cultural life in the 18th century, showing that Black people were part of Britain's history despite facing inequality and limited opportunities.	Week 2 WALT: explain why Samuel Coleridge-Taylor was a significant composer. Knowledge objective: Know that Samuel Coleridge-Taylor was a successful Black British composer whose music, including <i>The Song of Hiawatha</i>, influenced British and international music and helped improve representation of Black musicians. Skill objective: Examine the	Week 3 WALT: explain Shirley Bassey's impact on British music and culture. Knowledge objective: Know that Shirley Bassey became one of Britain's most famous singers, and her career demonstrates how Black British musicians influenced popular culture and reflected changing opportunities in British society. Skill objective: Describe how a	Week 4 WALT: understand how the Two Tone movement influenced British society Knowledge objective: Know that The Two Tone movement of the late 1970s and 1980s combined ska, punk and reggae to promote racial unity and challenge social tensions in Britain. Skill objective: Describe how a significant movement has influenced the UK or wider	Week 5 WALT: explain how Raye continues the story of Black British music Knowledge objective: Know that Raye is a contemporary Black British musician whose success shows how Black artists continue to shape British music while experiencing changing opportunities in modern music. Skill objective: Describe how a significant individual has influenced the UK or wider	Week 6 WALT: compare how Black British music has changed over time Knowledge objective: Comparing Raye and Shirley Bassey shows how British music has changed over time through technology, opportunities and representation, while musical talent and influence have remained important. Skill objective: Make comparisons between two
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Skill objective: Independently place historical events or change on a timeline, to outline different information, remembering key facts from a period of history studied. Vocabulary: composer, 18th century	results of significant events in British History. Vocabulary: significance	significant individual has influenced the UK or wider world. Vocabulary: representation	world. Examine causes and results of great events and the impact on people. Vocabulary: two tone movement, anti-racism	world. Vocabulary: influence	historical periods; explaining things that have changed and things which have stayed the same. Vocabulary: continuity
Computing	French (MFL)	Music	Physical Education		
Computing systems and networks - Systems and searching - explain that computers can be connected together to form systems - recognise the role of computer systems in our lives - experiment with search engines - describe how search engines select results - explain how search results are ranked - explain how search results are ranked	Sports, avoir, phonics. - Revise opinions. - Learn how to pronounce the 'j' phoneme - Learn words for Sports - Revise clothes and 'je porte' in the context of sports clothing. - Learn the word 'pour' and use it in context. Verb '<i>avoir</i>': - Learn tu as, il a, elle a and nous avons (forms of avoir). - Revise how to pronounce the 'a' phoneme - Pronounce phonemes a and ai correctly - Revise the adjectival agreement rule and apply it in writing. - Dictionary skills: - masculine and feminine nouns	Song – Living on a prayer <u>Listen and Appraise:</u> To identify and move to pulse To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. <u>Games:</u> Find the pulse of a song <u>Singing:</u> Sing in unison and sing backing vocals, demonstrate a good singing posture <u>Performance:</u> Choose a song they have learnt and perform it	Swimming - 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 and backstroke) - To perform safe self-rescue in different water based situations		
PSHE	Religious Education	Handwriting	Spelling		
Health and Wellbeing: Growing and Changing - Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes - Know that for some people their gender identity does not correspond with their biological sex - Know ways to recognise, respect and express their individuality and personal qualities - Identify some strategies (interests, hobbies and community groups) to boost our mood and improve emotional wellbeing	Peace - Consider the meaning of the word 'peace' in secular and spiritual contexts and explore what peace can mean to us in our lives. - Understand what peace means in an international context. - Know how peace is reflected in the Christian faith as well as the Buddhist faith. - Understand the beliefs of Humanists and Quakers. - Understand that muslims associate peace with Allah. - Understand how Peace campaigners such as Martin Luther King and Mahatma Gandhi	- 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.	Embed Year 3: Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning Embed Year 3: Adding the Suffix -ly and all rules Introduce: Words with /ee/ sound spelt ei after c Reinforce Year 4: The /u/ sound spelt ou Introduce: Use of the hyphen e.g. co-ordinate Introduce: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word h)		

Living in the Wider World: Media Literacy & Digital Resilience - Secure some basic strategies to assess whether content online is based on fact, opinion, or is biased and know how to assess which search results are more reliable than others - Know that some media and online content promote stereotypes and know how to recognise unsafe/suspicious content online	change lives.		
Story time texts	Moth: An Evolutionary Story by Isabel Thomas		
Texts for writing	Whole School Text: In our hands/Robot Girl! By Malory Blackman		