

Medium Term Plan Year: 5 Term: 2

Maths

Week 1 - Multiplication and division - *Number*	Week 2 - Multiplication and division - *Number*	Week 3 - Fractions - *Number*	Week 4 - Fractions - *Number*	Week 5 - Fractions - *Number*	Week 6 - Fractions - *Number*
- identify prime numbers - recognise and use square numbers - recognise and use cube numbers	- multiply by 10, 100 and 1,000 - divide by 10, 100 and 1,000 - multiply and divide by multiples of 10, 100 and 1,000	- find fractions equivalent to a unit fraction - find fractions equivalent to a non-unit fraction - recognise equivalent fractions - convert improper fractions to mixed number	- convert mixed numbers to improper fractions - compare fractions less than 1 - order fractions less than 1 - compare and order fractions greater than 1	- add and subtract fractions with the same denominator - add fractions within 1 - add fractions with total greater than 1 - add to a mixed number - add two mixed numbers	- subtract from a mixed number - subtract from a mixed number (breaking the whole) - subtract two mixed numbers

English Writing: High Rise Mystery - Sharna Jackson

Non-fiction unit (Newspaper)

Week 1	Week 2	Week 3
- use modal verbs and conjunctions - explore ambitious adjectives - create noun phrases - use short sentences to build tension	- identify parenthesis - use parenthesis - use passive voice - predict	- analyse formal writing - use a range of formal and technical vocabulary - record facts using the passive voice - use quotes - edit *(apply during each session)*

Narrative (Mystery)

Week 4	Week 5	Week 6
- use figurative language - use dialogue - integrate dialogue	- use modal verbs and conjunctions - plan - use third person - use past tense	- edit for cohesion - use adverbials - publish

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- explore the meaning of words in context, using a dictionary.	*This domain is not planned for this term as the first week will be used to assess reading levels for all pupils*	- predict what might happen from details stated and implied.	- provide increasingly reasoned justification for views and begin to challenge differing points of view.	- use evidence from across larger sections of text to answer questions.	- summarise the main ideas drawn from the entire text, identifying key details to support the main ideas.

Year 5 Term 2 - Space & Sustainability - Global Warming					
Lesson 1: -explore the Solar System (step 1) -explore the planets (step 2) **Knowledge**: -Describe the Sun, Earth and Moon as approximately spherical bodies. **Working Scientifically:** -Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1) -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory). (step 2) **Vocabulary:** Solar System, planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), orbit, Sun planet, Pluto, orbit, celestial body	**Lesson 2:** -create a scientific model (modelling the Solar System (step 3) -Understand the motions of the Earth and Planets (step 4) -N.B. After activity show true orbiting of planets animation) **Knowledge**: -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. **Working Scientifically:** -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 3) -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 4) -N.B. After activity show true orbiting of planets animation **Vocabulary:** Sun, planet, model, orbit gravity, orbit, heliocentric model, geocentric model	**Lesson 3:** -research, report and present findings (step 5) **Knowledge**: -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. **Working Scientifically:** -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations **Vocabulary:** geocentric model, heliocentric model, model , planet	**Lesson 4:** -explore Planet Earth (step 6) -explore the concept of night and day (step 7) **Knowledge**: -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. **Working Scientifically:** -Identify scientific evidence that has been used to support or refute ideas or arguments. **Vocabulary:** Earth, rotate, axis, North Pole, South Pole axis, rotate, Earth, Sun, day, night	**Lesson 5:** -explore the moon (step 8) **Knowledge**: -describe the movement of the Moon relative to the Earth. **Working Scientifically:** -Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. **Vocabulary:** moon, gravitational force, orbit, satellite	**Lesson 6:** -research and investigate global warming (step 1 & 2) **Knowledge**: What is global warming and how can we help to reduce it? (non-statutory) **Working Scientifically:** Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory). (step 1) Identifying scientific evidence that has been used to support or refute ideas or arguments. (step 2) **Vocabulary:** global warming, greenhouse gases, fossil fuels, climate change glacier, habitat, climate change, carbon footprint

Design and Technology: Cooking and Nutrition - Global food that represents our local community					
Week 1 **Knowledge objective:** WALT: know that foods are seasonal **Vocabulary:** Seasonal/in season	**Week 2** **Knowledge objective:** WALT: know that different countries and cultures use different ingredients due to availability of produce and trade: **Vocabulary:** ingredients/produce	**Week 3** **Knowledge objective:** WALT: know that in our local community there are different cultures and this is reflected in the foods and ingredients we can find **Vocabulary:** culture	**Week 4** **Knowledge objective:** WALT: Know how and why to be safe and hygienic when preparing food **Vocabulary:** Hygiene/hygienic	**Week 5** **Skill objective:** WALT: Explain how and why to be safe and hygienic WALT: prepare and cook a savoury dish using a range of techniques **Vocabulary:** Hygienic	**Week 6** **Skill objective:** WALT: Evaluate food preparation skills, a recipe and taste of finished product
Geography: Lambeth					
Week 1 **Knowledge objective:** 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, E, W, NE, NW, SE, SW **Skill objective:** Name and locate counties and boroughs using maps; Use the 8 points of a compass **Vocabulary: county, borough, compass points** ***WALT: Identify counties and boroughs.***	**Week 2** **Knowledge objective:** Know some of the key features of Lambeth **Skill objective:** Identify human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time **Vocabulary**: environment, man-made ***Walt: identify human and physical geography.***	**Week 3** **Knowledge objective:** Know how to use ordnance survey map of London/Lambeth and identify Streatham Hill and Tulse Hill stations using the 4-figure grid reference. **Skill objective:** 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 **Vocabulary:** Ordnance, survey, coordinates, grid reference, Northings, Eastings ***Walt: use symbols and the 4-figure grid reference.***	**Week 4** **Knowledge objective:** Know how to use ordnance survey map of London/Lambeth and identify Streatham Hill and Tulse Hill stations using the 4-figure grid reference. **Skill objective:** 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 **Vocabulary:** Ordnance, survey, coordinates, grid reference, Northings, Eastings ***Walt: use symbols and the 4-figure grid reference.***	**Week 5** **Knowledge objective:** Know how to observe, measure and record the above features of Lambeth using e.g. sketch maps **Skill objective:** Use fieldwork to observe, measure record and present the human and physical features in Lambeth using a range of methods, including sketch maps **Vocabulary:** frame, bird's eye view, ***WALT: Create a sketch map.***	**Week 6** **Knowledge objective:** Know some of the key features of Lambeth (commons, parks, high streets, train stations, underground stations) **Skill objective:** Describe and present the key physical and human features of Lambeth. **Vocabulary:** report, survey map ***WALT: Explain our understanding.***

Computing	French (MFL)	Music	Physical Education
Creating media - Video production - 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	**The weather, hobbies, pets, the Epiphany** - Learn how to describe the weather. - Give a simple weather forecast. - Learn words for hobbies - Learn four new words for pets. - Understand and describe what pets people have using 'avoir'. - Pronounce phonemes 'qu' and 'oi' accurately - Enjoy a traditional tale: The fox and the crow Christmas: - Learn about the Epiphany tradition in France. - Understand and recite an authentic French song. - Enjoy a traditional French story and compare it to an English story. - Learn about the tradition of a galette.	**Singing: Jazz** - 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'.	**Swimming** - handstand on the bottom of the pool. - somersault underwater. - move forward with our faces in the water using the sculling action. - move smoothly through the water transitioning from front to back. - propel ourselves underwater while using breaststroke. - swim over longer distances without floats or armbands.
PSHE	**Religious Education**	**Handwriting**	**Spelling**
Relationships: **Friends and Families** - Understand that friendships can change over time and know some strategies to positively resolve disputes and reconcile differences in friendships - Recognise peer influence and know how it can make people feel or behave - Know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication **Living in the Wider World: Belonging to a Community** - Understand the importance of protecting the environment and how everyday actions can support or damage it - Know how to express their own opinions about their responsibility towards the environment	**Christianity: Christians Festivals** - Learn about times associated with Jesus' life in a Christian Calendar and how Christians understand and celebrate these events – Christmas and Easter - Understand times of reflection- Advent and Lent - Learn about how festivals help Christians remember Jesus and His teachings - Identify what happens in places of worship to help Christians understand the meanings behind festivals	- 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	Embed: Adding the suffix -ation to verbs to form nouns Embed: Adding the suffixes -tion, -sion, -ssion, -cian Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir Reinforce Year 4: Adding the prefix sub-, inter-, super-, anti-, auto Introduce: Homophones and other words that are often confused (Y5/ Y6
Story time texts	Black and British: An Illustrated History - David Olusoga		
Texts for writing	High Rise Mystery - Sharna Jackson		