



Medium Term Plan Year: 5 Term: 2

Maths

Week 1 - Multiplication and division - <i>Number</i> - identify prime numbers - recognise and use square numbers - recognise and use cube numbers	Week 2 - Multiplication and division - <i>Number</i> - 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	Week 3 - Fractions - <i>Number</i> - find fractions equivalent to a unit fraction - find fractions equivalent to a non-unit fraction - recognise equivalent fractions - convert improper fractions to mixed number	Week 4 - Fractions - <i>Number</i> - convert mixed numbers to improper fractions - compare fractions less than 1 - order fractions less than 1 - compare and order fractions greater than 1	Week 5 - Fractions - <i>Number</i> - 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	Week 6 - Fractions - <i>Number</i> - subtract from a mixed number - subtract from a mixed number (breaking the whole) - subtract two mixed numbers
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English Writing: High Rise Mystery - Sharna Jackson

Non-fiction unit (Newspaper)			Narrative (Mystery)		
Week 1 - use modal verbs and conjunctions - explore ambitious adjectives - create noun phrases - use short sentences to build tension	Week 2 - identify parenthesis - use parenthesis - use passive voice - predict	Week 3 - analyse formal writing - use a range of formal and technical vocabulary - record facts using the passive voice - use quotes - edit (<i>apply during each session</i>)	Week 4 - use figurative language - use dialogue - integrate dialogue	Week 5 - use modal verbs and conjunctions - plan - use third person - use past tense	Week 6 - 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.	<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- 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
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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
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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 <u>WALT: Identify counties and boroughs.</u>	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 <u>Walt: identify human and physical geography.</u>	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 <u>Walt: use symbols and the 4-figure grid reference.</u>	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 <u>Walt: use symbols and the 4-figure grid reference.</u>	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, <u>WALT: Create a sketch map.</u>	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 <u>WALT: Explain our understanding.</u>
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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		