



## Medium Term Plan Year: 5 Term: 3

### Maths

<b>Week 1 - Multiplication and division</b> - Multiply up to a 4-digit number by a 1-digit number - Multiply a 2-digit number by a 2-digit number (area model) - Multiply a 2-digit number by a 2-digit number	<b>Week 2 - Multiplication and division</b> - Multiply a 3-digit number by a 2-digit number - Multiply a 4-digit number by a 2-digit number - Solve problems with multiplication - Short division	<b>Week 3 - Multiplication and division</b> - Divide a 4-digit number by a 1-digit number - Divide with remainders - Explore efficient division - Solve problems with multiplication and division	<b>Week 4 - Fractions</b> - Multiply a unit fraction by an integer - Multiply a non-unit fraction by an integer - Multiply a mixed number by an integer	<b>Week 5 - Fractions</b> Calculate a fraction of a quantity - Fraction of an amount - Find the whole - Use fractions as operators	
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### English Writing

Non-fiction unit (Non-Chronological Report)			Narrative unit (Historical)		
<b>Week 1</b> - write in the future tense - use modal verbs - use relative clauses	<b>Week 2</b> - identify parenthesis - research and group relevant information - use parenthesis - use adverbial phrases	<b>Week 3</b> - use the past tense - edit - identify structural features of a non-chronological report - use structural features of a non-chronological report	<b>Week 4</b> - explore features of a historical narrative - plan - use personification - use expanded noun phrases	<b>Week 5</b> - use paragraphs - use adverbial phrases - edit - read work aloud	

### English Reading - VIPERS

<b>Vocabulary</b> - evaluate the author's use of language	<b>Inference</b> - begin to draw evidence from more than one place across a text	<b>Prediction</b> - confirm and modify predictions as they read on	<b>Explanation</b> - begin to challenge points of view	<b>Retrieval</b> - confidently skim and scan, and also use the skill of reading before and after to retrieve information	<b>Sequence/Summarise</b> - make connections between information across the text and include this is an answer
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Art: Drawing, 3D Benin Bronzes, Foil Etching	History: Ancient Benin	Science: Forces
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- know that artists in Ancient Benin created bronze artworks</li> <li>- know that bronze is a metal used for sculpture and that the Benin Bronzes were created using the traditional 'lost wax' technique</li> <li>- know that an image can be imprinted onto foil by applying pressure with an object</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas</li> <li>- Keep notes which consider how a piece of work may be developed further</li> <li>- Recognise the art of key artists and art from different periods of time and compare the style of different artists and approaches.</li> <li>- Use different drawing techniques for different purposes i.e. shading, hatching</li> <li>- Begin to develop an awareness of composition, scale and proportion in their drawings.</li> <li>-Work in a safe, organised way, caring for equipment.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Sculpture, sculptor</li> <li>- Bronze, 'lost wax' technique</li> <li>- foil etching/embossing</li> <li>- Imprint, reverse</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Explore printing with a range of hard and soft materials</li> <li>- Experience impressed printing (into clay).</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What artworks did the artists of Ancient Benin create?</li> <li>- How were the Benin bronzes made?</li> <li>- How can foil be used to create an artwork?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the location and time period of Ancient Benin</li> <li>- Know some aspects of life and society in Ancient Benin</li> <li>- Know how Historians have found out about Ancient Benin</li> <li>- Know the Historical significance of the Benin Bronzes</li> <li>- Know the impact the Victorians had on the Kingdom of Benin (specifically trade and theft of the Bronzes)</li> <li>- Know the arguments for and against returning the Benin Bronzes to Nigeria</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Study an ancient civilisation in detail.</li> <li>- Use evidence to build up a picture of life in time studied.</li> <li>- Use a range of historical sources to find out about significant events.</li> <li>- Link events from periods studied to changes or developments in contemporary society, in the wider world.</li> </ul> <p><b>Vocabulary</b></p> <p>Barter, bronzes, dynasty, empire, fortifications, loot, oba, palace.</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Who were the Ancient Greeks and what time period did they live in?</li> <li>- What was daily life like in Ancient Greece? How did this differ for wealthy and poor people?</li> <li>- What were the Olympics like in Ancient Greece and how are they different now?</li> <li>- Can you name a Greek God and describe their characteristics?</li> <li>- How have Historians found out about Ancient Greece?</li> <li>- How have myths from Ancient Greece influenced stories today?</li> <li>- How has art from Ancient Greece influenced art today?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What was the Ancient Kingdom of Benin? Where and when did the Kingdom exist?</li> <li>- Can you describe some features of society in Ancient Benin?</li> <li>- How did Historians find out about Ancient Benin?</li> <li>- Why are the Benin Bronzes important to Historians?</li> <li>- What impact did the Victorians have on the people of Ancient Benin?</li> <li>- How did so many Benin Bronzes end up in museums in the UK?</li> <li>- Do you think the Benin Bronzes should be returned to Benin? Why?</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>- Know and identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>- Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <ul style="list-style-type: none"> <li>- <b>Comparative/fair testing: To plan an enquiry</b> Recognise and control variables where necessary (e.g. shoe friction test)</li> <li>- <b>Comparative/fair testing: To take measurements</b> Measure using standard units using equipment that has scales involving decimals (e.g. force meter)</li> <li>- <b>Research: To present results</b> Present what they learnt in a range of ways e.g. different graphic organisers, models, drama (Research Heath Robinson and Rube Goldberg machines)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (yr 2)</li> <li>- Compare how things move on different surfaces.</li> <li>- Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (yr 3)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you explain what gravity is?</li> <li>- Can you identify the effects of air resistance, water resistance and friction?</li> <li>- Can you explain how levers, pulleys and gears allow a smaller force to have a greater effect?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Programming – Selection in physical computing</b></p> <ul style="list-style-type: none"> <li>- control a simple circuit connected to a computer</li> <li>- write a program that includes count-controlled loops</li> <li>- explain that a loop can stop when a condition is met</li> <li>- explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>- design a physical project that includes selection</li> <li>- create a program that controls a physical computing project</li> </ul>	<p><b>Verbs, numbers, phonics</b></p> <ul style="list-style-type: none"> <li>- Learn more parts of the verb ‘être’ including in the negative form.</li> <li>- Enjoy a simple story.</li> <li>- Develop dictionary skills through looking up verbs.</li> <li>- Revise dates</li> <li>- Learn numbers 32-60</li> <li>- Pronounce the phoneme ‘ui’ correctly</li> <li>- Learn words for school subjects.</li> <li>- Learn how to pronounce words starting with ‘h’.</li> </ul>	<p><b>Song: To make you feel my love</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>- identify and move to the pulse with</li> <li>- think about the message of songs.</li> <li>- compare two songs in the same style</li> <li>- use musical words and listen carefully and respectfully to other people’s thoughts about the music.</li> <li>- talk about the music and how it makes you feel.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>- Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>- Show a change of pace and timing in their movements.</li> <li>- Develop an awareness of their use of space.</li> <li>- Modify parts of a sequence as a result of self and peer evaluation.</li> <li>- Use more complex dance vocabulary to compare and improve work.</li> </ul>
PSHE	Religious Education	Handwriting	Word Study
<p><b>Relationships: Friends and Families</b></p> <ul style="list-style-type: none"> <li>-Understand that friendships can change over time and know some strategies to positively resolve disputes and reconcile differences in friendships</li> <li>-Recognise peer influence and know how it can make people feel or behave</li> <li>-Know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> </ul> <p><b>Living in the wider world: Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>-Understand the importance of protecting the environment and how everyday actions can support or damage it</li> <li>-Know how to express their own opinions about their responsibility towards the environment</li> </ul>	<p><b>Hinduism: God and beliefs</b></p> <ul style="list-style-type: none"> <li>-Understand the beliefs that Hindus have in relation to God and the many forms this takes (Krishna, Rama, Shiva, Ganesh)</li> <li>- Know the importance of the stories of Krishna to people who follow the Hindu faith.</li> <li>-Identify key events marking the lives of people who follow the Hindu faith.</li> <li>-Understand what it means to be Hindu</li> </ul>	<ul style="list-style-type: none"> <li>- Practising sloped writing (speed) ff</li> <li>- Practising sloped writing (speed and legibility) rr</li> <li>- Practising sloped writing (building speed) qu</li> </ul>	<ul style="list-style-type: none"> <li>Words ending with ‘ent’</li> <li>Words ending with ‘ence’</li> <li>Words with ‘ei’</li> </ul>
<b>Story time texts</b>	Celtic Mythology for Kids: Tales of Selkies, Giants, and the Sea - Chris Pinard		
<b>Texts for writing</b>	Children of the Benin Kingdom - Dinah Orji		