| Medium Term Plan Year: 5 Term: 4 | | | | | |
|---|---|---|---|---|---|
| **Maths** | | | | | |
| **Week 1 - Decimals and percentages - *Number***<br>- understand thousandths as fractions<br>- understand thousandths as decimals<br>- understand thousandths on a place value chart<br>- order and compare decimals (same number of decimal places) | **Week 2 - Decimals and percentages - *Number***<br>- order and compare any decimals with up to 3 decimal places<br>- round to the nearest whole number<br>- round to 1 decimal place | **Week 3 - Decimals and percentages - *Number***<br>- understand percentages<br>- calculate percentages as fractions<br>- calculate percentages as decimals<br>- calculate equivalent fractions, decimals and percentages | **Week 4 - Perimeter and area - *Measurement***<br>- calculate the perimeter of rectangles<br>- calculate the perimeter of rectilinear (including composite) shapes<br>- calculate the perimeter of polygons | **Week 5 - Perimeter and area - *Measurement***<br>- calculate the area of rectangles<br>- calculate the area of compound shapes<br>- estimate area | **Week 6 - Statistics**<br>- draw line graphs<br>- read and interpret line graphs<br>- read and interpret tables<br>- explore two-way tables<br>- read and interpret timetables |
| **English Writing - Year 5 Term 4: Hidden Figures - Margot Lee Shetterly** | | | | | |
| **Non-fiction unit (Letter)** | | | **Narrative (Science Fiction)** | | |
| **Week 1**<br>**- use a variety of sentence types.**<br>**- use noun phrases.**<br>**- collect relevant ideas and vocabulary.**<br>**- write for a specific audience.** | **Week 2**<br>- edit.<br>- use organisational features of a letter.<br>- use abstract nouns.<br>- use contractions. | **Week 3**<br>- use consistent tense.<br>- use of commas for clarity.<br>- use adverbials. | **Week 4**<br>- explore science fiction genre.<br>- create a setting<br>- create a convincing protagonist<br>- create a convincing antagonist | **Week 5**<br>- predict<br>- plan a narrative<br>- use paragraphs<br>- use figurative language<br>- use expanded noun phrases | **Week 6**<br>- use varied sentence length<br>- use present perfect tense<br>- edit and publish |
| **English Reading - VIPERS** | | | | | |
| Vocabulary | Inference | Prediction | Explanation | Retrieval | Sequence/Summarise |

| | | | | | |
|---|---|---|---|---|---|
| - explore how the author's choice of language impacts the reader. | - use figurative language to infer meaning. | - support predictions with relevant evidence from the text. | | - ask questions and follow an independent line of enquiry. | - make connections between information across the text and include this in an answer. |
| Science: Animals including humans continued & Lifecycles | | | | | |
| **Lesson 1:**<br>-explore the development of adolescents and puberty (step 3)<br><br>**Knowledge**:<br>Describe the changes as humans develop to old age.<br><br>**Working Scientifically:**<br>-Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory)<br><br>**Vocabulary:**<br>adolescent, period, reproduce, puberty, hormone | **Lesson 2:**<br>-explore the development of adults to elderly (step 4)<br><br>**Knowledge**:<br>Describe the changes as humans develop to old age.<br><br>**Working Scientifically:**<br>-Identify scientific evidence that has been used to support or refute ideas or arguments.<br><br>**Vocabulary:**<br>adult, elderly adult, reproduce, life expectancy | **Lesson 3:**<br>-explore gestation periods and lifespans (step 5 & 6)<br>-record data (step 5)<br><br>**Knowledge**:<br>Describe the changes as humans develop to old age.<br><br>**Working Scientifically:**<br>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 5)<br><br>-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. (step 6)<br><br>**Vocabulary:**<br>womb, foetus, gestation, mammal, offspring (step 5)<br><br>gestation, lifespan, correlation, anomaly | **Lesson 4:**<br>-explore life cycle of mammals (step 1)<br><br>**Knowledge**:<br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br><br>**Working Scientifically:**<br>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas' (non-statutory).<br><br>**Vocabulary:**<br>monotreme, offspring, mammary gland, mammal, life cycle | **Lesson 5:**<br>-explore life cycle of amphibians - frogs (step 2)<br><br>**Knowledge**:<br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br><br>**Working Scientifically:**<br>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.<br><br>**Vocabulary:**<br>amphibian, frogspawn, tadpole, froglet, metamorphosis | **Lesson 6:**<br>-explore life cycle of insects (step 3)<br><br>-explore life cycle of birds (step 4)<br><br>**Knowledge**:<br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br><br>**Working Scientifically:**<br>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 3)<br><br>Reporting and presenting 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. (step 4)<br><br>**Vocabulary:**<br>metamorphosis, larva, |

| | | | | | |
|---|---|---|---|---|---|
| | | (step 6) | | | chrysalis, insect (step 3)<br><br>bird's egg, hatchling, nestling, fledgling, adult bird (step 4) |
| **Art and Design** | | | | | |
| **Week 1**<br>**Knowledge objective:**<br>WALT: Know that Barbara Hepworth was a British modernist sculptor<br><br>**Vocabulary:**<br>- Sculpture/sculptors, Modernism | **Week 2**<br>**Knowledge objective:**<br>WALT: Know that Henry Moore was a British modernist sculptor<br><br>**Vocabulary:**<br>- Sculpture/sculptors, Modernism | **Week 3**<br>**Knowledge objective:**<br>WALT: know what a bas relief is<br><br>**Skill objective:**<br>WALT: Use sketchbooks and sketching techniques to collect and record visual information from different sources as well as planning, trying out ideas<br><br>**Vocabulary:**<br>- Bas-relief | **Week 4**<br>**Skill objective:**<br>WALT: Make a slip to join two pieces of clay by scoring or roughly scratching each surface before applying liquid clay to secure together.<br>WALT: Secure work to continue at a later date.<br>WALT: Adapt work as and when necessary and explain why.<br><br>**Vocabulary:**<br>-slab, score and slip | **Week 5**<br>**Skill objective:**<br>WALT: Make a slip to join two pieces of clay by scoring or roughly scratching each surface before applying liquid clay to secure together.<br>WALT: Adapt work as and when necessary and explain why.<br><br>**Vocabulary:**<br>-slab, score and slip | **Week 6**<br>**Skill objective:**<br>WALT: Evaluate a process and our work |
| **Geography** | | | | | |
| **Week 1**<br>**Knowledge objective:**<br>Know how to use maps, atlases and globes to identify the continents and Oceans.<br>Know where Tanzania is in relation to the UK, the poles, tropics and Cancer and Capricorn and the Equator.<br><br>**Skill objective:** Locate Tanzania using maps, concentrating on its environmental regions, key physical and human characteristics and major cities.<br><br>**Vocabulary:** Tanzania, Africa, Indian Ocean, Dodoma, Dar es Salaam, Lake Victoria, Serengeti.<br><br>***WALT: Locate and describe*** | **Week 2**<br>**Knowledge objective:** Know the geography of Tanzania using maps and digital technologies, concentrating on the environmental regions, key physical and human characteristics, biome - savanna and major cities.<br><br>**Skill objective:** Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna).<br><br>**Vocabulary:** Tanzania, Africa, Indian Ocean, Dodoma, Dar es Salaam, Lake Victoria, Serengeti.<br><br>***WALT: record information about Tanzania's*** | **Week 3**<br>**Knowledge objective:** Know the geography of Tanzania's key physical and human characteristics, and its environmental regions.<br><br>**Skill objective:** Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna), vegetation belts.<br><br>**Vocabulary:** Dodoma, Dar es Salaam, Lake Victoria, Serengeti, safari, Eastern Rift, Western Rift<br><br>***WALT: Record information about Tanzania's physical features and environmental regions.*** | **Week 4**<br>**Skill objective:** Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna), vegetation belts.<br><br>**Vocabulary:** biome - savanna<br><br>***WALT: Describe the physical features of a biome.*** | **Week 5**<br>**Knowledge objective:**<br>Know the main economic activity of Tanzania (agriculture: maize, wheat, beans, cash crops - cashew nuts, coffee, tobacco. Tourism - safaris) and trade links: India, China, UAE.<br>Know the stages of the water cycle and its importance in agriculture and where it is located in Tanzania.<br><br>**Skill objective:** Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including water.<br><br>**Vocabulary:** water cycle, | **Week 6** |

| | | | | | |
|---|---|---|---|---|---|
| ***the location of Tanzania.*** | ***environmental regions, key physical and human characteristics and major cities.*** | | | evaporation, condensation, precipitation, climate, trade, economic<br><br>***WALT: Understand the relationship between Tanzania's geographical features and its economic activities.*** | |

| Computing | French (MFL) | Music | Physical Education |
|---|---|---|---|
| **Flat-file databases**<br>- use a form to record information<br>- compare paper and computer-based databases<br>- outline how you can answer questions by grouping and then sorting data<br>- explain that tools can be used to select specific data<br>- explain that computer programs can be used to compare data visually<br>- use a real-world database to answer questions | **Aller, transport, Mardi Gras**<br>**- Listen to and memorise a story.**<br>**- Learn and use the different parts of the irregular verb 'aller'**<br>**- Use a dictionary**<br>**- Learn Transport vocabulary**<br>**- Learn words for items in a classroom.**<br>**- Prepare a presentation about your school**<br>**Easter:**<br>**- Learn about the Mardi Gras carnival in France.**<br>**- Learn about the events leading up to Easter in France.**<br>**- Compare the way Easter is celebrated in the UK and France.** | **Song - Fresh Prince of Bel-Air**<br>Listen and Appraise: To think about the message of songs. Talk about the music and how it makes you feel.<br><br>Games: Copy back rhythms based on the words of the main song<br><br>Singing: Follow a leader when singing, explore singing a solo<br><br>Performance: Communicate the meaning of the words and clearly articulate them | **Swimming**<br>- handstand on the bottom of the pool.<br>- somersault underwater.<br>- move forward with our faces in the water using the sculling action.<br>- move smoothly through the water transitioning from front to back.<br>- propel ourselves underwater while using breaststroke.<br>- swim over longer distances without floats or armbands. |

| PSHE | Religious Education | Handwriting | Word Expert |
|---|---|---|---|
| **Respecting Ourselves and Others**<br><br>**- understand the word discrimination and who may be affected**<br>**- talk confidently about race and racism**<br>**- understand what unconscious bias is**<br>**- develop our understand of anti-racism**<br>**- understand how to be anti-racist in our actions** | **Christianity-Who was Jesus?**<br>**Human and Divine**<br>- Understand how Christians mark the key events of the life of Jesus<br>- Know the meaning behind the key festivals of Christmas and Easter.<br>- Know the importance of reflection at Advent and Lent and the practices that are often associated with these periods in the Christian calendar.<br>- Understand the idea of redemption and its significance to Christians.<br>- Identify what meaning does the life and death of Jesus have for Christians and how it helps them have a relationship with God. | - Different styles for differing purposes<br>- joining p and b to ascenders<br>- joining with p and b with no ascenders | Words ending with 'cial and tial'<br>Words ending with 'tious'<br>Words with 'cious' |

| | |
|---|---|
| Story time texts | South Asian Folktales, Myths and Legends - Sarah Shaffi |
| Texts for writing | Hidden Figures - Margot Lee Shetterly |