



Medium Term Plan Year: 5 Term: 4

Maths

Week 1 - Decimals and percentages - <i>Number</i> - understand thousandths as fractions - understand thousandths as decimals - understand thousandths on a place value chart - order and compare decimals (same number of decimal places)	Week 2 - Decimals and percentages - <i>Number</i> - order and compare any decimals with up to 3 decimal places - round to the nearest whole number - round to 1 decimal place	Week 3 - Decimals and percentages - <i>Number</i> - understand percentages - calculate percentages as fractions - calculate percentages as decimals - calculate equivalent fractions, decimals and percentages	Week 4 - Perimeter and area - <i>Measurement</i> - calculate the perimeter of rectangles - calculate the perimeter of rectilinear (including composite) shapes - calculate the perimeter of polygons	Week 5 - Perimeter and area - <i>Measurement</i> - calculate the area of rectangles - calculate the area of compound shapes - estimate area	Week 6 - Statistics - draw line graphs - read and interpret line graphs - read and interpret tables - explore two-way tables - read and interpret timetables
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English Writing - Year 5 Term 4: Hidden Figures - Margot Lee Shetterly

Non-fiction unit (Letter)			Narrative (Science Fiction)		
Week 1 - use a variety of sentence types. - use noun phrases. - collect relevant ideas and vocabulary. - write for a specific audience.	Week 2 - edit. - use organisational features of a letter. - use abstract nouns. - use contractions.	Week 3 - use consistent tense. - use of commas for clarity. - use adverbials.	Week 4 - explore science fiction genre. - create a setting - create a convincing protagonist - create a convincing antagonist	Week 5 - predict - plan a narrative - use paragraphs - use figurative language - use expanded noun phrases	Week 6 - use varied sentence length - use present perfect tense - edit and publish

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
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- 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.
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Science: Animals including humans continued & Lifecycles

Lesson 1: -explore the development of adolescents and puberty (step 3) Knowledge: Describe the changes as humans develop to old age. Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory) Vocabulary: adolescent, period, reproduce, puberty, hormone	Lesson 2: -explore the development of adults to elderly (step 4) Knowledge: Describe the changes as humans develop to old age. Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments. Vocabulary: adult, elderly adult, reproduce, life expectancy	Lesson 3: -explore gestation periods and lifespans (step 5 & 6) -record data (step 5) Knowledge: Describe the changes as humans develop to old age. Working Scientifically: -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 5) -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) Vocabulary: womb, foetus, gestation, mammal, offspring (step 5) gestation, lifespan, correlation, anomaly	Lesson 4: -explore life cycle of mammals (step 1) Knowledge: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Working Scientifically: Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas' (non-statutory). Vocabulary: monotreme, offspring, mammary gland, mammal, life cycle	Lesson 5: -explore life cycle of amphibians - frogs (step 2) Knowledge: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Working Scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Vocabulary: amphibian, frogspawn, tadpole, froglet, metamorphosis	Lesson 6: -explore life cycle of insects (step 3) -explore life cycle of birds (step 4) Knowledge: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Working Scientifically: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 3) 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) Vocabulary: metamorphosis, larva,
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		(step 6)			chrysalis, insect (step 3) bird's egg, hatchling, nestling, fledgling, adult bird (step 4)
Art and Design					
Week 1 Knowledge objective: WALT: Know that Barbara Hepworth was a British modernist sculptor Vocabulary: - Sculpture/sculptors, Modernism	Week 2 Knowledge objective: WALT: Know that Henry Moore was a British modernist sculptor Vocabulary: - Sculpture/sculptors, Modernism	Week 3 Knowledge objective: WALT: know what a bas relief is Skill objective: WALT: Use sketchbooks and sketching techniques to collect and record visual information from different sources as well as planning, trying out ideas Vocabulary: - Bas-relief	Week 4 Skill objective: WALT: Make a slip to join two pieces of clay by scoring or roughly scratching each surface before applying liquid clay to secure together. WALT: Secure work to continue at a later date. WALT: Adapt work as and when necessary and explain why. Vocabulary: -slab, score and slip	Week 5 Skill objective: WALT: Make a slip to join two pieces of clay by scoring or roughly scratching each surface before applying liquid clay to secure together. WALT: Adapt work as and when necessary and explain why. Vocabulary: -slab, score and slip	Week 6 Skill objective: WALT: Evaluate a process and our work
Geography					
Week 1 Knowledge objective: Know how to use maps, atlases and globes to identify the continents and Oceans. Know where Tanzania is in relation to the UK, the poles, tropics and Cancer and Capricorn and the Equator. Skill objective: Locate Tanzania using maps, concentrating on its environmental regions, key physical and human characteristics and major cities. Vocabulary: Tanzania, Africa, Indian Ocean, Dodoma, Dar es Salaam, Lake Victoria, Serengeti. <u>WALT: Locate and describe</u>	Week 2 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. Skill objective: Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna). Vocabulary: Tanzania, Africa, Indian Ocean, Dodoma, Dar es Salaam, Lake Victoria, Serengeti. <u>WALT: record information about Tanzania's</u>	Week 3 Knowledge objective: Know the geography of Tanzania's key physical and human characteristics, and its environmental regions. Skill objective: Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna), vegetation belts. Vocabulary: Dodoma, Dar es Salaam, Lake Victoria, Serengeti, safari, Eastern Rift, Western Rift <u>WALT: Record information about Tanzania's physical features and environmental regions.</u>	Week 4 Skill objective: Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna), vegetation belts. Vocabulary: biome - savanna <u>WALT: Describe the physical features of a biome.</u>	Week 5 Knowledge objective: 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. Know the stages of the water cycle and its importance in agriculture and where it is located in Tanzania. 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. Vocabulary: water cycle,	Week 6

<u>the location of Tanzania.</u>	<u>environmental regions, key physical and human characteristics and major cities.</u>			evaporation, condensation, precipitation, climate, trade, economic <u>WALT: Understand the relationship between Tanzania's geographical features and its economic activities.</u>	
Computing	French (MFL)	Music	Physical Education		
Flat-file databases - use a form to record information - compare paper and computer-based databases - outline how you can answer questions by grouping and then sorting data - explain that tools can be used to select specific data - explain that computer programs can be used to compare data visually - use a real-world database to answer questions	Aller, transport, Mardi Gras - Listen to and memorise a story. - Learn and use the different parts of the irregular verb 'aller' - Use a dictionary - Learn Transport vocabulary - Learn words for items in a classroom. - Prepare a presentation about your school Easter: - Learn about the Mardi Gras carnival in France. - Learn about the events leading up to Easter in France. - Compare the way Easter is celebrated in the UK and France.	Song - Fresh Prince of Bel-Air <u>Listen and Appraise:</u> To think about the message of songs. Talk about the music and how it makes you feel. <u>Games:</u> Copy back rhythms based on the words of the main song <u>Singing:</u> Follow a leader when singing, explore singing a solo <u>Performance:</u> Communicate the meaning of the words and clearly articulate them	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		
Respecting Ourselves and Others - understand the word discrimination and who may be affected - talk confidently about race and racism - understand what unconscious bias is - develop our understand of anti-racism - understand how to be anti-racist in our actions	Christianity-Who was Jesus? Human and Divine - Understand how Christians mark the key events of the life of Jesus - Know the meaning behind the key festivals of Christmas and Easter. - Know the importance of reflection at Advent and Lent and the practices that are often associated with these periods in the Christian calendar. - Understand the idea of redemption and its significance to Christians. - 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 - joining p and b to ascenders - joining with p and b with no ascenders	Introduce: Adding prefixes with a hyphen: non-, pre Introduce: Adding prefixes aquaReinforce: Words with /ee/ sound spelt ei after c Introduce new: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word w Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)		

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