



Medium Term Plan Year: 5 Term: 4

Maths

<p>Week 1 - Decimals and percentages - Number</p> <ul style="list-style-type: none"> - Understand decimals up to 2 decimal places - Understand equivalent fractions and decimals (tenths) - Understand equivalent fractions and decimals (hundredths) - Understand equivalent fractions and decimals - Understand thousandths as fractions 	<p>Week 2 - Decimals and percentages - Number</p> <ul style="list-style-type: none"> - Understand thousandths as decimals - Understand thousandths on a place value chart - Order and compare decimals (same number of decimal places) - Order and compare any decimals with up to 3 decimal places - Round to the nearest whole number 	<p>Week 3 - Decimals and percentages - Number</p> <ul style="list-style-type: none"> - Round to 1 decimal place - Understand percentages - Understand percentages as fractions - Understand percentages as decimals - Understand equivalent fractions, decimals and percentages 	<p>Week 4 - Perimeter and area - Measurement</p> <ul style="list-style-type: none"> - Calculate the perimeter of rectangles - Calculate the perimeter of rectilinear (including composite) shapes - Calculate the perimeter of polygons 	<p>Week 5 - Perimeter and area - Measurement</p> <ul style="list-style-type: none"> - Calculate the area of rectangles - Calculate the area of compound shapes - Estimate area <p>Week 5 - Statistics</p> <ul style="list-style-type: none"> - Draw line graphs - Read and interpret line graphs 	<p>Week 6 - Statistics</p> <ul style="list-style-type: none"> - Read and interpret tables - Explore two-way tables - Read and interpret timetables
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English Writing

Non-fiction unit (Letter)			Narrative unit (Science Fiction)		
<p>Week 1</p> <ul style="list-style-type: none"> - use a variety of sentence types. - use noun phrases. - collect relevant ideas and vocabulary. - write for a specific audience. 	<p>Week 2</p> <ul style="list-style-type: none"> - edit. - use organisational features of a letter. - use abstract nouns. - use contractions. 	<p>Week 3</p> <ul style="list-style-type: none"> - use consistent tense. - use of commas for clarity. - use adverbials. 	<p>Week 4</p> <ul style="list-style-type: none"> - explore the science fiction genre. - create a setting. - create convincing characters - plan a narrative. 	<p>Week 5</p> <ul style="list-style-type: none"> - use figurative language. - use paragraphs. - use varied sentence length. - use expanded noun phrases. 	<p>Week 6</p> <ul style="list-style-type: none"> - use past tense. - edit. - present. - use present perfect tense.

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> -investigate alternative word choices that could be made 	<p>Inference</p> <ul style="list-style-type: none"> -use figurative language to infer meaning 	<p>Prediction</p> <ul style="list-style-type: none"> -predicting what might happen from details stated and implied 	<p>Explanation</p> <ul style="list-style-type: none"> -begin to distinguish between fact and opinion 	<p>Retrieval</p> <ul style="list-style-type: none"> -ask my own questions 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> -identify themes
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Art and Design: 3D/Sculpture- Clay tile	Geography: Tanzania (economic activity)	Science: Earth and Space
<p>Artists: Barbara Hepworth & Henry Moore</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Know that Barbara Hepworth and Henry Moore were british sculptors who were part of the modernist movement - Know that relief sculpture is a type of sculpture that projects out from a two-dimensional background - Know that clay parts can be attached together using the 'scratch and slip' technique <p>Skills</p> <ul style="list-style-type: none"> - Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas - Recognise the art of key artists and art from different periods of time -Work in a safe, organised way, caring for equipment. - Secure work to continue at a later date. -Make a slip to join two pieces of clay and combine pinch, slabbing and coiling. - Adapt work as and when necessary and explain why. <p>Vocabulary</p> <ul style="list-style-type: none"> - Sculptor, sculpture, modernism - Relief sculpture - Clay, tools, tile, roll, poke, pull, pinch - scratch and slip technique <p>Learning Revisited</p> <ul style="list-style-type: none"> - Use clay to create an imaginary or realistic form <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who were Barbara Hepworth and Henry Moore? - What is relief sculpture? - What is a secure way of attaching parts of clay together? 	<p>Knowledge</p> <ul style="list-style-type: none"> - 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 - 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 - 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. <p>Skills</p> <ul style="list-style-type: none"> - locate Tanzania using maps, concentrating on it's environmental regions, key physical and human characteristics and major cities - Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna), vegetation belts and the water cycle - 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 <p>Vocabulary</p> <p>Tanzania, Africa, Indian Ocean, Dodoma, Dar es Salaam, Lake Victoria, Serengeti, safari, Eastern Rift, Western Rift, Water cycle, Evaporation, Condensation, Precipitation. Climate, trade, biome - savanna, economic.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What are condensation, evaporation and precipitation? (Covered in science in Year 4) - How do earthquakes impact humans? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you name and locate continents and oceans on a map? - Can you name some of the key human and physical features of Tanzania? - Can you explain the main economic activities of Tanzania? - Can you explain the water cycle and how it impacts Tanzanian agriculture? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. - Describe the movement of the Moon relative to the Earth. - Describe the Sun, Earth and Moon as approximately spherical bodies. - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Skills (Working Scientifically)</p> <p>Observing over time: To gather/record results</p> <ul style="list-style-type: none"> - Prepare their own tables to record data, including columns for taking repeated readings. E.g. Measure shadows throughout the day. <p>Researching: To plan an enquiry</p> <ul style="list-style-type: none"> - Choose suitable sources to use. <p>E.G. Generate questions to research about the Earth and space and identify sources of information to use.</p> <p>Researching: To evaluate an enquiry</p> <ul style="list-style-type: none"> - Be able to talk about their degree of trust in the sources they use. <p>Vocabulary</p> <p>-Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Observe changes across the four seasons. (Year 1) - Observe and describe weather associated with the seasons and how day length varies. (Year 1) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How do the Earth, and other planets move relative to the Sun in our solar system? - How does the Moon move in relation to the Earth? - How would you describe the shape of the Sun, Earth and Moon? -How does the idea of the Earth's rotation help to explain day and night and the apparent movement of the sun across the sky?

Computing	French (MFL)	Music	Physical Education
<p>Flat-file databases</p> <ul style="list-style-type: none"> - 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 	<p>Aller, transport, Mardi Gras</p> <ul style="list-style-type: none"> - 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 <p>Easter:</p> <ul style="list-style-type: none"> - 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. 	<p>Song - Fresh Prince of Bel-Air</p> <p><u>Listen and Appraise:</u> To think about the message of songs. Talk about the music and how it makes you feel.</p> <p><u>Games:</u> Copy back rhythms based on the words of the main song</p> <p><u>Singing:</u> Follow a leader when singing, explore singing a solo</p> <p><u>Performance:</u> Communicate the meaning of the words and clearly articulate them</p>	<p>Gymnastics - Movement</p> <ul style="list-style-type: none"> - To develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps, leaps and rolls. - To develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements. - To develop skills to perform a round off. - To independently plan a sequence of gymnastics movements that are creatively linked together. - To perform a gymnastics sequence in a pair or group in time to music.
PSHE	RE	Word Expert	Handwriting
<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> -pre-assess: reflect on what we already know about staying healthy - understand how sleep contributes to a healthy lifestyle and identify some healthy sleep strategies -know who medicines contribute to our health and how allergies can be managed - understand that some diseases can be prevented by vaccinations and immunisations -know that bacteria and viruses can affect health and how we can prevent the spread of bacteria and viruses with everyday hygiene routines -post-assess: show what we now know about staying healthy 	<p>Christianity-Who was Jesus? Human and Divine</p> <ul style="list-style-type: none"> - 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. 	<p>Words ending with 'cial and tial'</p> <p>Words ending with 'tious'</p> <p>Words with 'cious'</p>	<ul style="list-style-type: none"> - Different styles for differing purposes - joining p and b to ascenders - joining with p and b with no ascenders
<p>Story time texts</p>	<p>Great Women Scientist and their stories - Kate Pankhurst</p>		
<p>Texts for writing</p>	<p>Hidden Figures - Margot Lee Shetterly</p>		