



Medium Term Plan Year: 5 Term: 5

Maths

<p>Week 1 - Shape - Geometry</p> <ul style="list-style-type: none"> - Understand and use degrees - Classify angles - Estimate angles - Measure angles up to 180° 	<p>Week 2 - Shape - Geometry</p> <ul style="list-style-type: none"> - Draw lines and angles accurately - Calculate angles around a point - Calculate angles on a straight line 	<p>Week 3 - Shape - Geometry</p> <ul style="list-style-type: none"> - Calculate lengths and angles in shapes - Calculate regular and irregular polygons - Explore 3-D shapes 	<p>Week 4 - Position and Direction - Geometry</p> <ul style="list-style-type: none"> - Read and plot coordinates - Problem solve with coordinates - Translate 	<p>Week 5 - Position and Direction - Geometry</p> <ul style="list-style-type: none"> - Translate with coordinates - Identify lines of symmetry - Reflect shapes on horizontal and vertical lines 	<p>Week 6 - Decimals - Number</p> <ul style="list-style-type: none"> - Use known facts to add and subtract decimals within 1 - Find complements to 1 - Add and subtract decimals across 1 - Add decimals with the same number of decimal places <p>To be continued in Summer 2</p>
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English Writing

Non-Fiction unit (Biography)			Shakespeare Project (Julius Caesar)		
<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> - explore figurative language - use a range of contractions - use brackets for parenthesis - use modal verbs 	<p>Weeks 3 and 4</p> <ul style="list-style-type: none"> - use noun phrases - write direct speech - use ambitious adjectives - explore features of a biography 	<p>Weeks 5 and 6</p> <ul style="list-style-type: none"> - plan - use standard English - present - use abstract nouns 	<p>Children will spend 2 hours a week with a trained director from the Primary Shakespeare Company, leading up to a performance in a local theatre. Within these sessions they will:</p> <ul style="list-style-type: none"> - perform a play from memory - make careful choices about how they convey ideas about characters and situations - adapt expression and tone when performing - use appropriate intonation and volume so that meaning is clear 		

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - read around the word and explore its meaning in the broader context of the section or paragraph 	<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: Painting/Screen Printing WWII propaganda art	History: World War 2	Science: materials, Living things and their habitats
<p>Knowledge</p> <ul style="list-style-type: none"> - Propaganda art was used during WWII to spread government messages - Screen printing is a way to mass produce images - Screen printing uses a screen, printing ink and a stencil to produce and reproduce an image by pushing ink through a fine mesh and a stencil to imprint the image onto paper or fabric <p>Skills</p> <ul style="list-style-type: none"> - Confidently control the types of marks made and experiment with different effects and textures (painting) - Use screen printing equipment safely and appropriately and be able to produce a clean printed image. - Start to experience over-laying colours <p>Vocabulary</p> <ul style="list-style-type: none"> - Screen printing, screen, mesh, squeegee, ink, negative space, stencil, overlay <p>Learning Revisited</p> <ul style="list-style-type: none"> - Use printmaking to create a simple mono colour print and repeating pattern. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What is propaganda art? - How does screen printing work? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know why Britain went to war. - Know what life was like for people during the war, especially women and children and how we know. - Understand what happened during The Blitz. - Understand why children had to be evacuated and where they went. - Understand how the government used propaganda. - Understand how and when the war ended. <p>Skills</p> <ul style="list-style-type: none"> - Know and sequence key events of time studied. - Use evidence to build up a picture of life in time studied. - Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. -Use a range of historical sources to find out about significant events. -Produce well-structured narratives, descriptions and explanations. -Record and communicate knowledge in different forms. <p>Vocabulary</p> <p>War, allies, Anderson shelter, Morrison shelter, propaganda, rationing, billeting, The Blitz, censorship, civilian, Dunkirk, evacuation, home guard, morale, Home Front.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What was the Ancient Kingdom of Benin? Where and when did the Kingdom exist? - Can you describe some features of society in Ancient Benin? - How did Historians find out about Ancient Benin? - Why are the Benin Bronzes important to Historians? - What impact did the Victorians have on the people of Ancient Benin? - How did so many Benin Bronzes end up in museums in the UK? - Do you think the Benin Bronzes should be returned to Benin? Why? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Why did Britain go to war in 1939? - What was life like for people during the war and how do we know? - Why was it necessary for children to be evacuated? - How was Britain able to stand firm against the German threat? - Which objects explain how Britain coped with the effect of war on the Home Front? - Why is it so difficult to be sure what life was really like on the Home Front? 	<p>Properties and changes of materials 2</p> <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. - Know and demonstrate that dissolving, mixing and changes of state are reversible changes. - Know and explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Skills (Working Scientifically)</p> <p>Observing over time: To interpret results</p> <ul style="list-style-type: none"> -To be able to answer their questions describing the change over time. e.g. Observe rusting with uncoated nails in different liquids. <p>Comparative/ fair testing: To ask scientific questions</p> <p>Ask a range of questions and identify the type of enquiry that will help to answer the questions. Ask further questions based on results.</p> <p>Comparative/ fair testing: To interpret results</p> <p>To be able to answer their questions describing causal relationships</p> <p>Comparative/ fair testing: To plan an enquiry</p> <p>Recognise and control variables where necessary</p> <p>Vocabulary</p> <p>thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material</p> <p>Living things and their habitats 2</p> <p>Knowledge (Scientific understanding)</p> <p>Know and describe the life process of reproduction in some plants</p> <p>Skills (Working Scientifically)</p> <p>Researching: To interpret results</p> <ul style="list-style-type: none"> -Be able to answer questions using scientific evidence gained from a range of sources. E.g. Research how gardeners asexually reproduce plants. Such as, growing from cuttings and observing whether they grow roots/stem/ leaf/flower. <p>Observing over time: To present results</p> <ul style="list-style-type: none"> -Choose an appropriate form of presentation, including line graphs e.g. Observe strawberry/spider plants through the year. <p>Vocabulary</p> <ul style="list-style-type: none"> - life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (New vocabulary Year 5)

Computing	French (MFL)	Music	Physical Education
<p>Creating media – Introduction to vector graphics</p> <ul style="list-style-type: none"> - identify that drawing tools can be used to produce different outcomes - create a vector drawing by combining shapes - use tools to achieve a desired effect - recognise that vector drawings consist of layers - group objects to make them easier to work with - apply what I have learned about vector drawings 	<p>Possessives, prepositions, silent letters, liaison, phonics</p> <ul style="list-style-type: none"> - Revise possessive adjectives and learn some new possessive adjectives. - Give a presentation about your school. - Learn words for prepositions - Say where something is located. - Pronounce the phoneme ‘ai’ correctly - Know which letters are silent at the end of words. - Understand the liaison rule - where letters which are usually silent are pronounced before a vowel. 	<p>Song: Music and me</p> <p><u>Listen and Appraise:</u> To talk about the musical dimensions working together in the Unit songs.</p> <p><u>Games:</u> Question and answer using two different notes</p> <p><u>Singing:</u> To experience rapping and solo singing</p> <p><u>Performance:</u> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>Athletics - Sports Day!</p> <ul style="list-style-type: none"> - Identify their reaction times when performing a sprint start. - Accelerate from a variety of different starting positions. - Confidently and independently select the most appropriate pace for different distances and different parts of a run. - Run over a hurdle with control and with an accelerating pace - Throw a variety of implements using a range of throwing techniques. - Measure and record the distance of their throws. - Continue to develop techniques to throw for increased distance. - Work as a team to competitively perform a relay.
PSHE	Religious Education	Word Expert	Handwriting
<p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> -Present our understanding of Race and Racism (pre-assessment) - Understand the term discrimination - Understand stereotypes - Understand what is meant by anti-racism -Understand how to be anti-racist in our actions -Understand unconscious bias and present our new understanding of Race and Racism (post-assessment) 	<p>Weddings</p> <ul style="list-style-type: none"> -Identify special times we share with others - Understand what the wedding is and the ways that people with different faiths celebrate weddings. -Learn about Christian wedding and it is traditions - Understand the way that different communities come together to celebrate a wedding and the purpose of the symbols and practices used, specifically in relation to Jewish, Hindu and Humanist weddings. 	<p>Spelling key words</p> <p>Key Words 1: language, lighting, temperature, vegetable, bruise, ancient, excellent, muscle, necessary, neighbour</p> <p>Key Words 2: symbol, programme, soldier, suggest, occupy, occur, develop, remember</p> <p>Key Words 3: sentence, separate, special, straight, strange, strength, suppose, surprise</p>	<p>Different styles for differing purposes</p> <p>Practising sloped writing:</p> <ul style="list-style-type: none"> - parallel downstrokes: bb, pp - all double letters
Story time texts	Can You see Me - Libby Scott and Rebecca Westcott		
Texts for writing	Anne Frank by Josephine Poole and Angela Barrett		