



Medium Term Plan Year: 5 Term: 1

Maths

<p>Week 1 - Place value - Number</p> <ul style="list-style-type: none"> - understand and identify Roman numerals to 1,000 - understand numbers to 10,000 - understand numbers to 100,000 - understand numbers to 1,000,000 - read and write numbers to 1,000,000 	<p>Week 2 - Place value - Number</p> <ul style="list-style-type: none"> - understand powers of 10 - find numbers 10/100/1,000/10,000/100,000 more or less than a given number - partition numbers to 1,000,000 - understand the number line to 1,000,000 	<p>Week 3 - Place value - Number</p> <ul style="list-style-type: none"> - compare and order numbers to 100,000 - compare and order numbers to 1,000,000 - round to the nearest 10, 100 or 1,000 - round within 100,000 - round within 1,000,000 	<p>Week 4 - Addition and subtraction - Number</p> <ul style="list-style-type: none"> - add and subtract numbers mentally (use mental strategies) - add whole numbers with more than four digits - subtract whole numbers with more than four digits - round to check answers 	<p>Week 5 - Addition and subtraction - Number</p> <ul style="list-style-type: none"> - use inverse operations (addition and subtraction) - solve multi-step addition and subtraction problems - compare calculations - find missing numbers 	<p>Week 6 - Multiplication and division - Number</p> <ul style="list-style-type: none"> - identify multiples - find common multiples - identify factors - find common factors
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English Writing

Narrative unit			Non-fiction unit (Diary Entry)		
<p>Week 1</p> <ul style="list-style-type: none"> - predict - expanded noun phrases - use personification - use modal verbs 	<p>Week 2</p> <ul style="list-style-type: none"> - use the first person - use past tense - use figurative Language - use time Adverbials 	<p>Week 3</p> <ul style="list-style-type: none"> - use a thesaurus - select appropriate vocabulary - use rich, varied vocabulary - use modal verbs 	<p>Week 4</p> <ul style="list-style-type: none"> - identify purpose and audience - plan - use cohesive devices - evaluate own composition 	<p>Week 5</p> <ul style="list-style-type: none"> - edit - publish - identify relative pronouns - use relative clauses 	<p>Week 6</p> <ul style="list-style-type: none"> - select appropriate vocabulary - use personification - write to describe - edit

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<p><i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i></p>	<ul style="list-style-type: none"> - make inferences about actions, feelings, events or states. 	<ul style="list-style-type: none"> - identify what the author is implying by 'reading between the lines'. 	<ul style="list-style-type: none"> - distinguish between fact and opinion. 	<ul style="list-style-type: none"> - skim and scan to retrieve information. 	<ul style="list-style-type: none"> - summarise the main ideas drawn from more than one paragraph, page or chapter, identifying key details to support the main ideas.

Science: Forces

<p>Week 1 -explore friction (step 1) -explore air resistance (step 2)</p> <p>Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).</p> <p>-Recognise which secondary sources will be most useful to research their ideas (non-statutory).</p> <p>Vocabulary: Force, contact force, friction, motion (step 1)</p> <p>air resistance, drag, parachute, force (step 2)</p>	<p>Week 2 -plan a fair test investigation (step 3)</p> <p>Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Vocabulary: independent variable, dependent variable, controlled variable</p>	<p>Week 3 -carry out a fair test investigation (step 4) -evaluate (step 5)</p> <p>Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Working Scientifically: -Use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 4)</p> <p>-Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results. (step 5)</p> <p>Vocabulary: air resistance, streamline, repeatability, precision (step 4)</p> <p>surface area, anomalous result, repeatability, precision (step 5)</p>	<p>Week 4 -explore water resistance -plan a comparative test investigation (step 6) -carry out a comparative test (step 7)</p> <p>Knowledge: -Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (step 6)</p> <p>-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (step 7)</p> <p>Vocabulary: independent variable, dependent variable, controlled variable (step 6)</p> <p>water resistance, streamline, repeatability, precision (step 7)</p>	<p>Week 5 -explore gravity (step 8)</p> <p>Knowledge: -Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object.</p> <p>Working Scientifically: -Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Vocabulary: gravity, weight, contact force, non-contact force</p>	<p>Week 6: -investigate levers, pulleys and gears (step 9)</p> <p>Knowledge: -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Working Scientifically: Recognise which secondary sources will be most useful to research their ideas (non-statutory).</p> <p>Vocabulary: lever, gear, pulley, machine</p>
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Design and Technology: Design and make a wooden framed lantern (with an electrical component)

<p>Week 1</p> <p>Knowledge objective: Know that different lanterns have been used throughout time in different parts of the world to provide light</p> <p>Skill objective: Evaluate and discuss existing products.</p> <p>Vocabulary: Lantern Design Product</p>	<p>Week 2</p> <p>Knowledge objective: Know that a product should meet the design criteria to be fit for purpose</p> <p>Skill objective: Create own design criteria</p> <p>Vocabulary: Design criteria Translucent/transparent /opaque Frame</p>	<p>Week 3</p> <p>Skill objective: Use selected tools/ equipment with a good level of precision and select appropriate materials, fit for purpose.</p> <p>Mainly measure, mark out, cut accurately, assemble, join and combine materials/components with precision and apply a range of finishing techniques</p> <p>Vocabulary: Translucent/transparent /opaque Frame</p>	<p>Week 4</p> <p>Knowledge objective: know that a 3D frame can be reinforced and strengthened</p> <p>Skill objective: Use selected tools/ equipment with a good level of precision and select appropriate materials, fit for purpose.</p> <p>Mainly measure, mark out, cut accurately, assemble, join and combine materials/components with precision and apply a range of finishing techniques</p> <p>Vocabulary: Translucent/transparent /opaque Frame Reinforce</p>	<p>Week 5</p> <p>Skill objective: Use selected tools/ equipment with a good level of precision and select appropriate materials, fit for purpose.</p> <p>Mainly measure, mark out, cut accurately, assemble, join and combine materials/components with precision and apply a range of finishing techniques</p> <p>Vocabulary: Translucent/transparent /opaque Frame Reinforce</p>	<p>Week 6</p> <p>Knowledge objective: Know that a product should meet the design criteria to be fit for purpose</p> <p>Skill objective: Evaluate finished product against design criteria, considering purpose and appearance.</p> <p>Vocabulary: Purpose</p>
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History: Abolitionists

<p>Week 1</p> <p>Knowledge objective: Know what happened during the slave trade</p> <p>Skill objective: Independently place historical events or change on a timeline, to outline different information, remembering key facts from a period of history studied</p> <p>Vocabulary: enslaved</p>	<p>Week 2</p> <p>Knowledge objective: Know key dates from the slave trade</p> <p>Skill objective: Place current study on timeline in relation to other studies.</p>	<p>Week 3</p> <p>Knowledge objective: Know who Olaudah Equiano was and what happened to him.</p>	<p>Week 4</p> <p>Knowledge objective: Know how Olaudah Equiano fought and campaigned against the slave trade.</p> <p>Skill objective: Describe how a significant individual or movement has influenced the UK or wider world.</p>	<p>Week 5</p> <p>Knowledge objective: Know how others campaigned against the slave trade.</p> <p>Skill objective: Describe how a significant individual or movement has influenced the UK or wider world.</p>	<p>Week 6</p> <p>Knowledge objective: Know when and why the slave trade finally came to an end.</p> <p>Skill objective: Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same</p>
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Computing	French (MFL)	Music	Physical Education
<p>Computing systems and networks - Systems and searching</p> <ul style="list-style-type: none"> - explain that computers can be connected together to form systems - recognise the role of computer systems in our lives - experiment with search engines - describe how search engines select results - explain how search results are ranked - explain how search results are ranked 	<p>Sports, avoir, phonics,</p> <ul style="list-style-type: none"> - Revise opinions. - Learn how to pronounce the 'j' phoneme - Learn words for Sports - Revise clothes and 'je porte' in the context of sports clothing. - Learn the word 'pour' and use it in context. <p>Verb '<i>avoir</i>':</p> <ul style="list-style-type: none"> - Learn tu as, il a, elle a and nous avons (forms of avoir). - Revise how to pronounce the 'a' phoneme - Pronounce phonemes a and ai correctly <p>Revise the adjectival agreement rule and apply it in writing.</p> <p>Dictionary skills:</p> <ul style="list-style-type: none"> - masculine and feminine nouns 	<p>Song – Livin on a prayer</p> <p><u>Listen and Appraise:</u> To identify and move to pulse To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p><u>Games:</u> Find the pulse of a song</p> <p><u>Singing:</u> Sing in unison and sing backing vocals, demonstrate a good singing posture</p> <p><u>Performance:</u> Choose a song they have learnt and perform it</p>	<p>Swimming</p> <ul style="list-style-type: none"> - To swim competently, confidently and proficiently over a distance of at least 25 metres - To use a range of strokes effectively (for example, front crawl and backstroke) - To perform safe self-rescue in different water based situations
PSHE	Religious Education	Handwriting	Word Expert
<p>Health and Wellbeing: Growing and Changing</p> <ul style="list-style-type: none"> - Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes - Know that for some people their gender identity does not correspond with their biological sex - Know ways to recognise, respect and express their individuality and personal qualities - Identify some strategies (interests, hobbies and community groups) to boost our mood and improve emotional wellbeing <p>Living in the Wider World: Media Literacy & Digital Resilience</p> <ul style="list-style-type: none"> - Secure some basic strategies to assess whether content online is based on fact, opinion, or is biased and know how to assess which search results are more reliable than others - Know that some media and online content promote stereotypes and know how to recognise unsafe/suspicious content online 	<p>Peace</p> <ul style="list-style-type: none"> - Consider the meaning of the word 'peace' in secular and spiritual contexts; explore what peace can mean to them in their lives; - Investigate what peace means in an international context; - Know how peace is reflected in the Christian faith as well as the Buddhist faith. - Understand the beliefs of Humanists and Quakers. - Understand that muslims associate peace with Allah - Understand how Peace campaigners such as Martin Luther King and Mahatma Gandhi change lives 	<ul style="list-style-type: none"> - Introducing sloped writing in letter families. - Diagonal join to ascender th, sh, nb, nd, ht, st. - Diagonal join no ascender ai, ay, kn, er, ie, en. - Diagonal join to an anti-clockwise letter ac, sc, bo, da, ea, ho. - Horizontal join to ascender wh, wl, oh, ol, of, ob. - Horizontal join, no ascender, oi, oy, ou, op, ve. 	<p>Group 1: Words with silent letters</p> <p>Group 2: Words ending with -ibly and -ably</p> <p>Group 3: : Words ending with -ibly and -ably</p>

Story time texts

Moth: An Evolutionary Story by Isabel Thomas

Texts for writing

Whole School Text: Journey by Francesca Sanna/Oh Freedom! By Francesco DiAdamo