



## Medium Term Plan Year: 5 Term: 2

### Maths

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| <p><b>Week 1 - Multiplication and division - <i>Number</i></b></p> <ul style="list-style-type: none"> <li>- identify prime numbers</li> <li>- recognise and use square numbers</li> <li>- recognise and use cube numbers</li> </ul> | <p><b>Week 2 - Multiplication and division - <i>Number</i></b></p> <ul style="list-style-type: none"> <li>- multiply by 10, 100 and 1,000</li> <li>- divide by 10, 100 and 1,000</li> <li>- multiply and divide by multiples of 10, 100 and 1,000</li> </ul> | <p><b>Week 3 - Fractions - <i>Number</i></b></p> <ul style="list-style-type: none"> <li>- find fractions equivalent to a unit fraction</li> <li>- find fractions equivalent to a non-unit fraction</li> <li>- recognise equivalent fractions</li> <li>- convert improper fractions to mixed number</li> </ul> | <p><b>Week 4 - Fractions - <i>Number</i></b></p> <ul style="list-style-type: none"> <li>- convert mixed numbers to improper fractions</li> <li>- compare fractions less than 1</li> <li>- order fractions less than 1</li> <li>- compare and order fractions greater than 1</li> </ul> | <p><b>Week 5 - Fractions - <i>Number</i></b></p> <ul style="list-style-type: none"> <li>- add and subtract fractions with the same denominator</li> <li>- add fractions within 1</li> <li>- add fractions with total greater than 1</li> <li>- add to a mixed number</li> <li>- add two mixed numbers</li> </ul> | <p><b>Week 6 - Fractions - <i>Number</i></b></p> <ul style="list-style-type: none"> <li>- subtract from a mixed number</li> <li>- subtract from a mixed number (breaking the whole)</li> <li>- subtract two mixed numbers</li> </ul> |
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### English Writing: High Rise Mystery - Sharna Jackson

#### Non-fiction unit (Newspaper)

#### Narrative (Mystery)

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| <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- use modal verbs and conjunctions</li> <li>- explore ambitious adjectives</li> <li>- create noun phrases</li> <li>- use short sentences to build tension</li> </ul> | <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- identify parenthesis</li> <li>- use parenthesis</li> <li>- use passive voice</li> <li>- predict</li> </ul> | <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- analyse formal writing</li> <li>- use a range of formal and technical vocabulary</li> <li>- record facts using the passive voice</li> <li>- use quotes</li> </ul> | <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- edit</li> <li>- use figurative language</li> <li>- use dialogue</li> <li>- integrate dialogue</li> </ul> | <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- use modal verbs and conjunctions</li> <li>- plan</li> <li>- use third person</li> <li>- use past tense</li> </ul> | <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- edit for cohesion</li> <li>- use adverbials</li> <li>- publish</li> </ul> |
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### English Reading - VIPERS

| Vocabulary   | Inference   | Prediction   | Explanation  | Retrieval   | Sequence/Summarise  |
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| <ul style="list-style-type: none"> <li>- explore the meaning of words in context, using a dictionary.</li> </ul> | <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"> <li>- predict what might happen from details stated and implied.</li> </ul> | <ul style="list-style-type: none"> <li>- provide increasingly reasoned justification for views and begin to challenge differing points of view.</li> </ul> | <ul style="list-style-type: none"> <li>- use evidence from across larger sections of text to answer questions.</li> </ul> | <ul style="list-style-type: none"> <li>- summarise the main ideas drawn from the entire text, identifying key details to support the main ideas.</li> </ul> |

## Year 5 Term 2 - Space & Sustainability - Global Warming

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| <p><b>Lesson 1:</b><br/>-explore the Solar System (step 1)<br/>-explore the planets (step 2)</p> <p><b>Knowledge:</b><br/>-Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p><b>Working Scientifically:</b><br/>-Identify scientific evidence that has been used to support or refute ideas or arguments. (step 1)</p> <p>-Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory). (step 2)</p> <p><b>Vocabulary:</b><br/>Solar System, planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), orbit, Sun</p> <p>planet, Pluto, orbit, celestial body</p> | <p><b>Lesson 2:</b><br/>-create a scientific model (modelling the Solar System (step 3)<br/>-Understand the motions of the Earth and Planets (step 4) -N.B. After activity show true orbiting of planets animation)</p> <p><b>Knowledge:</b><br/>-Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p><b>Working Scientifically:</b><br/>-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 3)</p> <p>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 4)<br/>-N.B. After activity show true orbiting of planets animation</p> <p><b>Vocabulary:</b><br/>Sun, planet, model, orbit</p> <p>gravity, orbit, heliocentric model, geocentric model</p> | <p><b>Lesson 3:</b><br/>-research, report and present findings (step 5)</p> <p><b>Knowledge:</b><br/>-Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p><b>Working Scientifically:</b><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</p> <p><b>Vocabulary:</b><br/>geocentric model, heliocentric model, model, planet</p> | <p><b>Lesson 4:</b><br/>-explore Planet Earth (step 6)<br/>-explore the concept of night and day (step 7)</p> <p><b>Knowledge:</b><br/>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p><b>Working Scientifically:</b><br/>-Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>Vocabulary:</b><br/>Earth, rotate, axis, North Pole, South Pole</p> <p>axis, rotate, Earth, Sun, day, night</p> | <p><b>Lesson 5:</b><br/>-explore the moon (step 8)</p> <p><b>Knowledge:</b><br/>-describe the movement of the Moon relative to the Earth.</p> <p><b>Working Scientifically:</b><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.</p> <p><b>Vocabulary:</b><br/>moon, gravitational force, orbit, satellite</p> | <p><b>Lesson 6:</b><br/>-research and investigate global warming (step 1 &amp; 2)</p> <p><b>Knowledge:</b><br/>What is global warming and how can we help to reduce it? (non-statutory)</p> <p><b>Working Scientifically:</b><br/>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory). (step 1)</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments. (step 2)</p> <p><b>Vocabulary:</b><br/>global warming, greenhouse gases, fossil fuels, climate change</p> <p>glacier, habitat, climate change, carbon footprint</p> |
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## Design and Technology: Cooking and Nutrition - Global food that represents our local community

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| <p><b>Week 1</b><br/><b>Knowledge objective:</b><br/>WALT: know that foods are seasonal</p> <p><b>Vocabulary:</b><br/>Seasonal/in season</p> | <p><b>Week 2</b><br/><b>Knowledge objective:</b><br/>WALT: know that different countries and cultures use different ingredients due to availability of produce and trade:</p> <p><b>Vocabulary:</b><br/>ingredients/produce</p> | <p><b>Week 3</b><br/><b>Knowledge objective:</b><br/>WALT: know that in our local community there are different cultures and this is reflected in the foods and ingredients we can find</p> <p><b>Vocabulary:</b><br/>culture</p> | <p><b>Week 4</b><br/><b>Knowledge objective:</b><br/>WALT: Know how and why to be safe and hygienic when preparing food</p> <p><b>Vocabulary:</b><br/>Hygiene/hygienic</p> | <p><b>Week 5</b><br/><b>Skill objective:</b><br/>WALT: Explain how and why to be safe and hygienic<br/>WALT: prepare and cook a savoury dish using a range of techniques</p> <p><b>Vocabulary:</b><br/>Hygienic</p> | <p><b>Week 6</b><br/><b>Skill objective:</b><br/>WALT: Evaluate food preparation skills, a recipe and taste of finished product</p> |
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## Geography: Lambeth

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| <p><b>Week 1</b><br/><b>Knowledge objective:</b> Know that the UK is split into counties and that London is split into Boroughs; Know that Lambeth is a London Borough and the names of boroughs that are adjacent to Lambeth - Wandsworth, Westminster, Southwark and Croydon; Know the 8 points of a compass - N, S, E, W, NE, NW, SE, SW</p> <p><b>Skill objective:</b> Name and locate counties and boroughs using maps; Use the 8 points of a compass</p> <p><b>Vocabulary:</b> county, borough, compass points</p> <p><b><u>WALT: Identify counties and boroughs.</u></b></p> | <p><b>Week 2</b><br/><b>Knowledge objective:</b> Know some of the key features of Lambeth</p> <p><b>Skill objective:</b> Identify human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Vocabulary:</b> environment, man-made</p> <p><b><u>Walt: identify human and physical geography.</u></b></p> | <p><b>Week 3</b><br/><b>Knowledge objective:</b> Know how to use ordnance survey map of London/Lambeth and identify Streatham Hill and Tulse Hill stations using the 4-figure grid reference.</p> <p><b>Skill objective:</b> Use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Vocabulary:</b> Ordnance, survey, coordinates, grid reference, Northings, Eastings</p> <p><b><u>Walt: use symbols and the 4-figure grid reference.</u></b></p> | <p><b>Week 4</b><br/><b>Knowledge objective:</b> Know how to use ordnance survey map of London/Lambeth and identify Streatham Hill and Tulse Hill stations using the 4-figure grid reference.</p> <p><b>Skill objective:</b> Use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Vocabulary:</b> Ordnance, survey, coordinates, grid reference, Northings, Eastings</p> <p><b><u>Walt: use symbols and the 4-figure grid reference.</u></b></p> | <p><b>Week 5</b><br/><b>Knowledge objective:</b> Know how to observe, measure and record the above features of Lambeth using e.g. sketch maps</p> <p><b>Skill objective:</b> Use fieldwork to observe, measure record and present the human and physical features in Lambeth using a range of methods, including sketch maps</p> <p><b>Vocabulary:</b> frame, bird's eye view,</p> <p><b><u>WALT: Create a sketch map.</u></b></p> | <p><b>Week 6</b><br/><b>Knowledge objective:</b> Know some of the key features of Lambeth (commons, parks, high streets, train stations, underground stations)</p> <p><b>Skill objective:</b> Describe and present the key physical and human features of Lambeth.</p> <p><b>Vocabulary:</b> report, survey map</p> <p><b><u>WALT: Explain our understanding.</u></b></p> |
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| Computing   | French (MFL)   | Music  | Physical Education   |
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| <p><b>Creating media - Video production</b></p> <ul style="list-style-type: none"> <li>- explain what makes a video effective</li> <li>- identify digital devices that can record video</li> <li>- capture video using a range of techniques</li> <li>- create a storyboard</li> <li>- identify that video can be improved through reshooting and editing</li> <li>- consider the impact of the choices made when making and sharing a video</li> </ul>   | <p><b>The weather, hobbies, pets, the Epiphany</b></p> <ul style="list-style-type: none"> <li>- Learn how to describe the weather.</li> <li>- Give a simple weather forecast.</li> <li>- Learn words for hobbies</li> <li>- Learn four new words for pets.</li> <li>- Understand and describe what pets people have using 'avoir'.</li> <li>- Pronounce phonemes 'qu' and 'oi' accurately</li> <li>- Enjoy a traditional tale: The fox and the crow Christmas:</li> <li>- Learn about the Epiphany tradition in France.</li> <li>- Understand and recite an authentic French song.</li> <li>- Enjoy a traditional French story and compare it to an English story.</li> <li>- Learn about the tradition of a galette.</li> </ul> | <p><b>Singing: Jazz</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and to sing backing vocals.</li> <li>- To enjoy exploring singing solo.</li> <li>- To listen to the group when singing</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To experience rapping and solo singing.</li> <li>- To listen to each other and be aware of how you fit into the group.</li> <li>- To sing with awareness of being 'in tune'.</li> </ul> | <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- handstand on the bottom of the pool.</li> <li>- somersault underwater.</li> <li>- move forward with our faces in the water using the sculling action.</li> <li>- move smoothly through the water transitioning from front to back.</li> <li>- propel ourselves underwater while using breaststroke.</li> <li>- swim over longer distances without floats or armbands.</li> </ul> |
| PSHE  | Religious Education  | Handwriting  | Word Expert  |
| <p><b>Relationships: Friends and Families</b></p> <ul style="list-style-type: none"> <li>- Understand that friendships can change over time and know some strategies to positively resolve disputes and reconcile differences in friendships</li> <li>- Recognise peer influence and know how it can make people feel or behave</li> <li>- Know some strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> </ul> <p><b>Living in the Wider World: Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>- Understand the importance of protecting the environment and how everyday actions can support or damage it</li> <li>- Know how to express their own opinions about their responsibility towards the environment</li> </ul> | <p><b>Christianity: Christians Festivals</b></p> <ul style="list-style-type: none"> <li>- Learn about times associated with Jesus' life in a Christian Calendar and how Christians understand and celebrate these events – Christmas and Easter</li> <li>- Understand times of reflection- Advent and Lent</li> <li>- Learn about how festivals help Christians remember Jesus and His teachings</li> <li>- Identify what happens in places of worship to help Christians understand the meanings behind festivals</li> </ul>  | <ul style="list-style-type: none"> <li>- Horizontal join to an anticlockwise letter</li> <li>- Joining from r, s and k</li> <li>- Joining from f to an ascender</li> <li>- Joining from f (no ascender)</li> <li>- Writing a paragraph in cursive</li> </ul>   | <ul style="list-style-type: none"> <li>- Words with a silent 't'</li> <li>- Words ending 'bly/ ble'</li> <li>- Words ending 'ent'</li> </ul>   |
| <p><b>Story time texts</b></p>  | <p>Black and British: An Illustrated History - David Olusoga</p>   |  |  |
| <p><b>Texts for writing</b></p>   | <p>High Rise Mystery - Sharna Jackson</p>  |  |  |