



Medium Term Plan Year: 5 Term: 3

Maths

<p>Week 1 - Multiplication and division - <i>Number</i></p> <ul style="list-style-type: none"> - multiply up to a 4-digit number by a 1-digit number - multiply a 2-digit number by a 2-digit number (area model) - multiply a 2-digit number by a 2-digit number 	<p>Week 2 - Multiplication and division - <i>Number</i></p> <ul style="list-style-type: none"> - multiply a 3-digit number by a 2-digit number - multiply a 4-digit number by a 2-digit number - solve problems with multiplication 	<p>Week 3 - Multiplication and division - <i>Number</i></p> <ul style="list-style-type: none"> - use short division - divide a 4-digit number by a 1-digit number - divide with remainders - use efficient division methods - solve problems with multiplication and division 	<p>Week 4 - Fractions <i>Number</i></p> <ul style="list-style-type: none"> - multiply a unit fraction by an integer - multiply a non-unit fraction by an integer - multiply a mixed number by an integer 	<p>Week 5 - Fractions - <i>Number</i></p> <ul style="list-style-type: none"> - calculate a fraction of a quantity - find a fraction of an amount - find the whole - use fractions as operator 	<p>Week 6 - Decimals and percentages - <i>Number</i></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) - calculate equivalent fractions and decimals
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English Writing: Children of the Benin Kingdom - Dinah Orji

Non-fiction unit (Non-Chronological Report)

Narrative unit (Setting Description)

<p>Week 1</p> <ul style="list-style-type: none"> - use future tense - use modal verbs - use relative clauses - publish 	<p>Week 2</p> <ul style="list-style-type: none"> - identify parenthesis - identify research questions - research and group relevant information 	<p>Week 3</p> <ul style="list-style-type: none"> - identify structural features of a non-chronological report - use the past tense - use parenthesis - use adverbial phrases 	<p>Week 4</p> <ul style="list-style-type: none"> - edit - use structural features of a non-chronological report - discuss a narrative 	<p>Week 5</p> <ul style="list-style-type: none"> - identify metaphors and similes - understand personification - create figurative language phrases - use figurative language to describe 	<p>Week 6 Term less than 6 weeks with inset days</p>
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English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<ul style="list-style-type: none"> - read around the word and explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<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"> - explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction texts. 	<ul style="list-style-type: none"> - discuss the themes and conventions from a chapter or text.

Year 5 Term 3 - Properties of materials & Animals including humans

<p>Lesson 1: -identify, classify and describe materials (step 1)</p> <p>Knowledge: -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>Working Scientifically: -Use and develop keys and other information records to identify, classify and describe living things and materials (non-statutory).</p> <p>Vocabulary: transparent, translucent, opaque, magnetism, hardness</p>	<p>Lesson 2: -compare and group; electrical conductivity (step 2)</p> <p>Knowledge: -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>Working Scientifically: -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Vocabulary: electrical conductor, electrical insulator, circuit, cell, bulb</p>	<p>Lesson 3: -plan; insulating heat experiment (step 3)</p> <p>Knowledge: -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</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>Lesson 4: -investigate; insulating heat experiment (step 4) -evaluate; insulating heat experiment (step 5)</p> <p>Knowledge: -Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>Working Scientifically: -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (step 4) -Use test results to make predictions to set up further comparative and fair tests. (step 5)</p> <p>Vocabulary: thermal insulator, thermometer, control beaker, temperature (step 4) thermal insulator, data, temperature, conclusion, anomalous result (step 5)</p>	<p>Lesson 5: -justify and communicate (step 6)</p> <p>Knowledge: -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Working Scientifically: -Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).</p> <p>Vocabulary: Properties, wood, metal, plastic, lifespan</p>	<p>Lesson 6: -explore the human lifecycle (step 1) -explore the development of babies and children (step 2)</p> <p>Knowledge: -Describe the changes as humans develop to old age.</p> <p>Working Scientifically: -Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (step 1) -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (step 2)</p> <p>Vocabulary: adolescent, baby, foetus, elderly adult, adult, lifecycle (step 1) Milestone, baby, toddler, child, womb (step 2)</p>
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Art: Drawing & 3D- Benin Bronzes, Foil Etching

<p>Week 1 Knowledge objective: WALT: know that artists in Ancient Benin created bronze artworks</p> <p>Skill objective: WALT: Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas</p> <p>Vocabulary: Bronze, 'lost wax' technique</p>	<p>Week 2 Knowledge objective:</p> <p>Skill objective: WALT: Use different drawing techniques for different purposes i.e. shading, hatching WALT: Begin to develop an awareness of composition, scale and proportion in their drawings.</p> <p>Vocabulary: Shading, hatching</p>	<p>Week 3 Knowledge objective: WALT: know that bronze is a metal used for sculpture and that the Benin Bronzes were created using the traditional 'lost wax' technique WALT: know that an image can be imprinted onto foil by applying pressure with an object</p> <p>Skill objective: WALT: Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas</p> <p>Vocabulary: - 'lost wax' technique - foil etching/embossing</p>	<p>Week 4 Knowledge objective: WALT: know that an image can be imprinted onto foil by applying pressure with an object</p> <p>Skill objective: WALT: Work in a safe, organised way, caring for equipment.</p> <p>Vocabulary: - foil etching/embossing - Imprint, reverse</p>	<p>Week 5 Knowledge objective: WALT: know that an image can be imprinted onto foil by applying pressure with an object</p> <p>Skill objective: WALT: Work in a safe, organised way, caring for equipment.</p> <p>Vocabulary: - foil etching/embossing - Imprint, reverse</p>	<p>Week 6 Knowledge objective:</p> <p>Skill objective: WALT: Evaluate a process and our work</p> <p>Vocabulary: reflect</p>
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History: Benin

<p>Week 1 WALT: identify the location and time period of Ancient Benin (using time vocabulary)</p> <p>Knowledge objective: Know the location and time period of Ancient Benin.</p> <p>Skill objective: Use relevant terms and time vocabulary to match dates to people and events.</p> <p>Vocabulary: CE, kingdom, dynasty</p>	<p>Week 2 WALT: understand what life and society was like in Ancient Benin</p> <p>Knowledge objective: Know some aspects of life and society in Ancient Benin.</p> <p>Skill objective: Use evidence to build up a picture of life in time studied.</p> <p>Vocabulary: oba, barter, fortification</p>	<p>Week 3 WALT: know how historians have found out about Ancient Benin</p> <p>Knowledge objective: - Know how Historians have found out about Ancient Benin.</p> <p>Skill objective: Use a range of historical sources to find out about significant events.</p> <p>Vocabulary: artifact, sources.</p>	<p>Week 4 WALT: use evidence to understand the significance of the Benin Bronzes</p> <p>Knowledge objective: Understand the Historical significance of the Benin Bronzes.</p> <p>Skill objective: Use evidence to build up a picture of life in time studied.</p> <p>Vocabulary: bronzes</p>	<p>Week 5 WALT: know the impact the Victorians had on the Kingdom of Benin</p> <p>Knowledge objective: Know the impact the Victorians had on the Kingdom of Benin (specifically trade and theft of the Bronzes).</p> <p>Skill objective: Study an ancient civilisation in detail.</p> <p>Vocabulary: loot</p>	<p>Week 6 WALT: know the arguments for and against returning the Benin Bronzes to Nigeria</p> <p>Knowledge objective: Know the arguments for and against returning the Benin Bronzes to Nigeria.</p> <p>Skill objective: Link events from periods studied to changes or developments in contemporary society, in the wider world.</p>
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Computing	French (MFL)	Music	Physical Education
<p>Programming – Selection in physical computing</p> <ul style="list-style-type: none"> - control a simple circuit connected to a computer - write a program that includes count-controlled loops - explain that a loop can stop when a condition is met - explain that a loop can be used to repeatedly check whether a condition has been met - design a physical project that includes selection - create a program that controls a physical computing project 	<p>Verbs, numbers, phonics</p> <ul style="list-style-type: none"> - Learn more parts of the verb ‘être’ including in the negative form. - Enjoy a simple story. - Develop dictionary skills through looking up verbs. - Revise dates - Learn numbers 32-60 - Pronounce the phoneme ‘ui’ correctly - Learn words for school subjects. - Learn how to pronounce words starting with ‘h’. 	<p>Song: To make you feel my love <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>Swimming</p> <ul style="list-style-type: none"> - 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	Word Expert
<p>Health and Wellbeing: Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Understand how sleep contributes to a healthy lifestyle and identify some healthy sleep strategies - Know how 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 	<p>Hinduism: God and beliefs</p> <ul style="list-style-type: none"> - Understand the beliefs that Hindus have in relation to God and the many forms this takes (Krishna, Rama, Shiva, Ganesh) - Know the importance of the stories of Krishna to people who follow the Hindu faith. - Identify key events marking the lives of people who follow the Hindu faith. - Understand what it means to be Hindu 	<ul style="list-style-type: none"> - Practising sloped writing (speed) ff - Practising sloped writing (speed and legibility) rr - Practising sloped writing (building speed) qu 	<ul style="list-style-type: none"> Words ending with 'ent' Words ending with 'ence' Words with 'ei'
<p>Story time texts</p>	<p>My Heart is a Poem - Various Authors</p>		
<p>Texts for writing</p>	<p>Children of the Benin Kingdom - Dinah Orji</p>		