



Medium Term Plan Year: 5 Term: 6

Maths

<p>Week 1 - Decimals - Number</p> <ul style="list-style-type: none"> - subtract decimals with the same number of decimal places - add decimals with different numbers of decimal places - subtract decimals with different numbers of decimal places 	<p>Week 2 - Decimals - Number</p> <ul style="list-style-type: none"> - apply efficient strategies for adding and subtracting decimals - understand decimal sequences - multiply by 10, 100 and 1,000 - divide by 10, 100 and 1,000 - multiply and divide decimals (missing values) 	<p>Week 3 - Negative numbers - Number</p> <ul style="list-style-type: none"> - understand negative numbers - count through zero in 1s - count through zero in multiples - compare and order negative numbers - find the difference 	<p>Week 4 - Converting Units - Measurement</p> <ul style="list-style-type: none"> - convert between grams and kilograms and between metres and kilometres (different units of measure) - convert between millimetres and metres and between millilitres and litres (different units of measure) 	<p>Week 5 - Converting Units - Measurement</p> <ul style="list-style-type: none"> - convert units of length - convert between metric and imperial units - convert units of time - calculate with timetables 	<p>Week 6 - Volume - Measurement</p> <ul style="list-style-type: none"> - understand cubic centimetres - compare volume - estimate volume - estimate capacity
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English Writing

Non-fiction unit (Balanced Argument)		Poetry unit (Free Verse)			
<p>Week 1</p> <ul style="list-style-type: none"> - identify features of a balanced argument - use bullet points - plan - use causal conjunctions and adverbials 	<p>Week 2</p> <ul style="list-style-type: none"> - use formal tone - edit - use prefixes - use suffixes 	<p>Week 3</p> <ul style="list-style-type: none"> - infer - use past tense consistently. - explore different perspectives - identify features of free verse poetry 	<p>Week 4</p> <ul style="list-style-type: none"> - plan - use features of free verse poetry - edit and present - perform own composition 	<p>Week 5</p> <ul style="list-style-type: none"> - understand a character - summarise - use varied vocabulary - use adverbial phrases 	<p>Week 6</p> <ul style="list-style-type: none"> - use expanded noun phrases - recount a narrative - use parentheses - review a narrative

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - begin to look at the use of figurative language 	<p>Inference</p> <ul style="list-style-type: none"> - give one or two pieces of evidence to support the point they are making 	<p>Prediction</p> <ul style="list-style-type: none"> - support predictions with relevant evidence from the text 	<p>Explanation</p> <ul style="list-style-type: none"> - recommend books for peers in detail 	<p>Retrieval</p> <ul style="list-style-type: none"> - ask my own questions and follow a line of enquiry 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.
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Design & Technology: Free standing structures/ marble run	Geography: Migration - Why do people come to the UK?	Science: Animals, including humans
<p>Knowledge</p> <ul style="list-style-type: none"> - That a free standing structure must be strong and stable in order to be able to remain upright - A wide base can help stabilise a free standing structure <p>Skills</p> <ul style="list-style-type: none"> - Evaluate and discuss existing products. - Explore various attachment/joining techniques to create a structure including bends and bridges - Produce a logical, realistic plan and explain it to others. - Make design decisions considering resources and clearly explain how the product will work. - Select and use appropriate materials, tools and equipment fit for purpose and with a good level of precision. - Mainly measure, mark out, cut, assemble, join and combine materials/components - Test and evaluate final product <p>Vocabulary</p> <ul style="list-style-type: none"> - Free standing structure - strong and stable - bridge, bend, spiral <p>Learning Revisited</p> <ul style="list-style-type: none"> - Measure, mark out, cut, assemble, join and combine materials/components with some accuracy <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What is a free standing structure? - What day-to-day examples of free standing structure can you name? - What does a marble run need to do to be successful? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Use a variety of maps to locate and describe countries and features studied - Know why people migrate: economic, conflict, hunger - Know why the movement of people across Europe, and beyond (e.g. the old 'British Empire' and Commonwealth countries), after WW2 is linked to economic and environmental factors - Recognise and describe physical and human geographical features of migrational movement - Know that 8 point compass points and 4 figure coordinates can locate specific features on a map of Europe - Identify significant places and environments - Describe and understand key aspects of human geography, including economic activity - people leave a country to seek opportunities/flee from conflict/persecution <p>Skills</p> <ul style="list-style-type: none"> - select a map for a specific purpose, finding and recognising places on maps of different scales - compare maps with aerial photographs - begin to use atlases to research other features of a specific place - collect and record data - analyse evidence and draw conclusions through comparing - begin to draw a variety of thematic maps based on collected data, using symbols and a key - begin to recognise/use OS map symbols <p>Vocabulary</p> <p>Immigration/migration, conflict, war, persecution, refugee, Europe (countries of Europe), scale</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What are the Prime/Greenwich Meridian and time zones? - Name some of the countries of Europe. - Name some of the physical features of France. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Why do people migrate? - Why was there a significant movement of people across Europe after WW2? - Why do maps have symbols and keys? 	<p>Living things and their habitats (continued)</p> <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know and describe the life process of reproduction in some plants <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. <p>E.g. Research how gardeners asexually reproduce plants. Such as, growing from cuttings and observing whether they grow roots/stem/ leaf/flower.</p> <p>Observing over time: To present results</p> <ul style="list-style-type: none"> - Choose an appropriate form of presentation, including line graphs <p>e.g. Observe strawberry/spider plants through the year.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (New vocabulary Year 5) <p>Describe the changes as humans develop to old age</p> <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. <p>Skills (Working Scientifically)</p> <ul style="list-style-type: none"> - Researching: To ask scientific questions <p>Ask a range of questions recognising that some can be answered through research and others may not.</p> <p>E.g. Develop questions to ask an expert e.g. a health visitor, doctor or nurse.</p> <p>Vocabulary</p> <p>puberty, the vocabulary to describe sexual characteristics in line with the school's RSE policy</p> <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are the changes as humans develop to old age?

Computing	French (MFL)	Music	Physical Education
<p>Programming – Selection in quizzes</p> <ul style="list-style-type: none"> - explain how selection is used in computer programs - relate that a conditional statement connects a condition to an outcome - explain how selection directs the flow of a program - design a program which uses selection - create a program which uses selection - evaluate my program 	<p>Tenses, revision, West Africa</p> <ul style="list-style-type: none"> - form the simple future tense. - revise aller - revise: sports, sports clothing, the weather, hobbies, pets, dates, school subjects, opinions, transport, classroom items, prepositions <p>West Africa</p> <ul style="list-style-type: none"> - learn about where French is spoken in Africa. - learn about countries in west Africa 	<p><u>Listen and Appraise:</u> listen carefully and respectfully to other people's thoughts about the music.</p> <p><u>Games:</u> lead the class by inventing rhythms for them to copy back, copy back two note riffs, questions and answer using two different notes.</p> <p><u>Singing:</u> listen to each other and be aware of how you fit into the group</p> <p><u>Performance:</u> Choose what to perform and create a programme, record a performance and compare it to a previous performance</p>	<p>Games - Invasion</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance - use a range of skills to move with the ball - use the correct technique to pass the ball - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending - keep possession of the ball - use different tactics for attacking in invasion games - win back possession of the ball
PSHE	Religious Education	Word Expert	Handwriting
<p>Living in the wider world: Money and Work</p> <ul style="list-style-type: none"> - identify jobs that they might like to do in the future and know that there is a variety of routes into work e.g. college, apprenticeships, university - recognise the role ambition can play in achieving a future career and what might influence people's decisions about a job or career, including pay, working conditions, personal interests, qualities, family, values - know how or why someone might choose a certain career and recognise the importance of diversity and inclusion to promote people's career opportunities <p>Health and wellbeing: Keeping Safe</p> <ul style="list-style-type: none"> - differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour and identify when situations are becoming risky, unsafe or an emergency - understand that female genital mutilation (FGM) is against British law¹ and know what to do and whom to tell if they think they or someone they know might be at risk of FGM - know how to deal with common injuries using basic first aid techniques and how to respond in an emergency, including when and how to contact different emergency services 	<p>Hinduism- Hindu Life</p> <ul style="list-style-type: none"> - understand the importance of the natural world to those who follow the Hindu faith - identify Hindu beliefs in relation to creation, attitudes to animals and the value of non-violence - understand how Hindu beliefs about creation lead to vegetarianism and ahimsa - learn that Hindu beliefs have spread throughout the world through travel and migration and the work of high profile peace campaigner Mahatma Gandhi 	<p>Spelling key words</p> <p>Key Words 1: therefore, though, although, thought, through, various, weight, woman/ women</p> <p>Key Words 2: communicate, category, committee, privilege, accommodate, achieve, relevant, define, cemetery</p> <p>Key Words 3: aggressive, according, shoulder, recommend, opportunity, community, foreign, familiar, criticise</p>	<p>Different styles for differing purposes</p> <p>Practising sloped writing:</p> <ul style="list-style-type: none"> - tial, cial - Writing for fluency - Personal style - print alphabet - capitals
Story time texts	Pig Heart Boy - Malory Blackman		
Texts for writing	The Boy at the Back of the Class - Onjali Q Rauf		

