

## Year: 5 / Spring 1 Medium Term Plan

	Week 1 06/01/20	Week 2 13/01/20	Week 3 20/01/20	Week 4 27/01/20	Week 5 03/02/20	Week 6 10/02/20
<b>Themed Week</b>						
<b>Events</b>	<ul style="list-style-type: none"> <li>❑ 6<sup>th</sup>-16<sup>th</sup> Jan: Y4 Swimming 2-3pm</li> </ul>	<ul style="list-style-type: none"> <li>❑ 6<sup>th</sup>-16<sup>th</sup> Jan: Y4 Swimming 2-3pm</li> <li>❑ Year 6 Arvon Residential</li> </ul>	<ul style="list-style-type: none"> <li>❑ Parents Evening &amp; Consultation Day 2pm - 7:30pm</li> </ul>	<ul style="list-style-type: none"> <li>❑ Y1 Forest Visits</li> <li>❑ Suffolk Reading Tests - Yr 5 and 6</li> <li>❑ Y4 visit Tate Britain</li> <li>❑ Yr R Workshop 3 with CC: Maths</li> <li>❑ Y6 Parents SATs meeting</li> </ul>	<ul style="list-style-type: none"> <li>❑ Y2/Y6 Assessment Week</li> <li>❑ Yr R Forest Visits</li> </ul>	<ul style="list-style-type: none"> <li>❑ Yr R/Y1 Assessment Week</li> <li>❑ Safer Internet Day 11th Feb</li> <li>❑ Y2 Science Museum Visit 11th Feb</li> </ul>
<b>Reading</b>	To look at the purpose of different features of non-fiction texts Unit 2 Bravery Award for Fire Hero Boy	Retrieve and record information/identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole	Identify/explain how meaning is enhanced through choice of words and phrases
<b>Writing</b>	Reading Fiction to inform writing and dissecting text including genre features. Unit 5: The dragon slayer  <ul style="list-style-type: none"> <li>• Building setting description using powerful vocabulary and phrases</li> <li>• Developing vivid description of characters</li> </ul>		Writing fiction: Diary Entry using first person past tense and include relative clauses.  <ul style="list-style-type: none"> <li>• Diary entry from main character's perspective.</li> <li>• Developing descriptions of feelings and emotions</li> </ul>		Writing Fiction: Writing new endings to an already existing story.  <ul style="list-style-type: none"> <li>• Using descriptive techniques taught this term, children to write a sequel to the story we've been studying this term.</li> </ul>	
<b>Grammar &amp; Punctuation</b>	Possessive apostrophe with plural words	Linking ideas across paragraphs using adverbials of time	Passive voice and active voice and the placement of subject and object.	Passive voice and active voice and the placement of subject and object.	To understand and avoid ambiguity.	Present progressive and past progressive
<b>Spelling &amp; H-writing</b>	Words ending in silent 't'  Handwriting: letter igh	Words ending in 'ibly'  Handwriting: letter ll	The 'ee' sound spelt 'ent'  Handwriting: letter fa	Words ending in 'ence' 'ance' 'ancy'  Handwriting: letter ant	Words ending in 'ei'  Handwriting: letter rnt	Words ending in 'ant'  Handwriting: letter mo
<b>Maths</b>	<u>Fractions</u> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  Compare and order fractions whose denominators are all	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for  Add and Subtract + Multiply proper fractions and mixed numbers by whole	Fractions of amount Read and write decimal numbers as fractions [  Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	<u>Decimals</u> Multiply and Divide Decimals  Round decimals with two decimal places to the nearest whole number and to one decimal place	<u>Percentages</u> Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal  Solve problems which require knowing	<u>Geometry (position and direction Y5)</u>  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

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	<p>multiples of the same number</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</p>	<p>numbers, supported by materials and diagrams</p> <p>Counting forwards and backwards in simple fractions</p>	<p>Read, write, order and compare numbers with up to three decimal places</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	<p>Solve problems involving number up to three decimal places</p>	<p>percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p>	
<b>History</b>						
<b>Geography</b>	<p>Draw a map of the UK and divide into 4 countries. Label the countries and main cities (not just capitals).</p>	<p>Sketch skyline of London from the Southbank, including the River Thames - label the main physical and human features.</p>	<p>Research the physical and human features of a city in North or South America - land use, climate etc.</p>	<p>Compare the features of the researched city in North America to the features of London</p>	<p>Research the physical and human features of a city in Asia/Africa - land use, climate, etc.</p>	<p>Compare the features of the researched city in Asia/Africa to the features identified within London</p>
<b>Art &amp; Design</b>	<u>David Hockney</u>		<u>David Hockney</u>		<u>David Hockney</u>	
	<p>Introduce artist model, looking at Hockney's Yorkshire landscapes. Encouraging discussion about his style of painting compared to other artists studied in the past. Introduce terms abstract and figurative.</p>		<p>Students to take photos and upload them onto i-pad creating own picture.</p> <p>Explore mixing and matching, cropping, pulling pictures forward/backwards. Pictures to be printed to put in sketch books.</p>		<p>Applying Hockney's abstract techniques, students to paint landscape, working collaboratively with a group to then piece together one joint composition.</p>	
<b>DT</b>						
<b>Music</b>	<p>Advanced Melody Picking - Bach Menuet</p> <p>Reading Music Notation for rhythm accuracy.</p>	<p>Bach Menuet - cont.</p> <p>Listening exercise - Baroque music.</p>	<p>Melodic Dictation - Ode to Joy</p> <p>To be Written in Tab and with the correct rhythm</p>	<p>Plucked accompaniment, Individual right-hand finger movement</p> <p>Introduce E7</p>	<p>Playing only Repertoire - Hallelujah (Leonard Cohen), using C, Am, F, G7 and E7</p>	<p>Continued from previous lesson for added fluency between chord changes</p>
<b>PSHE</b>	<p>I understand what racism is</p> <p>I am aware of my attitude towards people of different races</p>	<p>Types of Bullying</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I know some ways to encourage children to make other choices and know how to support children who are being bullied</p>	<p>Investigate Jobs and Careers</p> <p>I know about a range of jobs and have explored how much people earn in different jobs</p> <p>I can identify a job I'd like to do when I grow up and understand what motivates and what I need to do to achieve it</p>	<p>Young People in Other Cultures</p> <p>I can describe the hopes/dreams of children in other cultures</p> <p>I can relate on how these relate to my own</p>	<p>How Can We Support Each Other?</p> <p>I can learn from someone in another culture and can identify ways to support each other</p> <p>I appreciate the differences and similarities in aspirations</p>	<p>Rallying Support</p> <p>I can encourage peers to support others to meet their aspirations, an suggest ways we might do this</p> <p>I understand why I am motivated to make a positive contribution</p>
<b>RE</b>	<p>Why is Muhammad important to Muslims?</p> <p>Who is Muhammad?</p>	<p>Why is Muhammad important to Muslims?</p> <p>What events changed Muhammad's life?</p>	<p>Why is Muhammad important to Muslims?</p> <p>Why is the Qur'an important to Muslims?</p>	<p>Why is Muhammad important to Muslims?</p> <p>How do Muslims treat the Qur'an and why do they treat it in these ways?</p>	<p>Why is Muhammad important to Muslims?</p> <p>How have Muhammad's words and actions affected the way Muslims lead their lives?</p>	<p>Why is Muhammad important to Muslims?</p> <p>How have Muhammad's words and actions affected the way Muslims lead their lives?</p>

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<b>Spanish</b>	<p>Theme: Food /La comida</p> <p><b>New Target Language:</b> -Ask: What would you like to eat / drink? ¿que quieres para comer /beber? -Reply: I want... Quiero... -Phonetics focus: /g/ <b>Core story:</b> Where the Wild things are /Donde viven los monstruos</p>	<p><b>New Target Language:</b> -Food vocabulary</p> <p>-I like / I don't like Me gusta / no me gusta</p> <p>Phonetics focus: /ch/</p>	<p><b>New Target Language:</b> -Drinks Vocabulary</p> <p>Here's the menu... aqui esta la carta...</p> <p>Phonetics focus: /rr/</p>	<p><b>New Target language:</b> -Teen numbers once, doce, trece, cuatorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte -Counting in 10s to 100</p> <p>Phonetics focus: /n/</p>	<p><b>Writing task:</b> <b>Language Passport 3</b> combining New Target Language from this half term</p>	<p><b>Culture focus:</b> Iconic Spanish Food: Chocolate y churros</p> <p>Including a selection of action verbs eg. mezclar, beber</p>
<b>Computing</b>	<p><b><u>E-Safety</u></b> To understand the role of technology in communication and the risks involved</p> <p><b><u>Be Internet Legends Think Before You Share</u></b> Students will learn what having a positive digital footprint means and learn how they can start to build a positive digital footprint. <b>Interland:</b> Mindful Mountain</p>	<p><b><u>E-Safety</u></b> To be able to use e-mail safely.</p> <p><b><u>Be Internet Legends Check it's for Real</u></b> It's important for children to understand that online content isn't always honest or reliable, and is sometimes even deliberately designed to steal personal information.</p> <p>Students will learn about different online scams including what 'phishing' means. <b>Interland:</b> Reality River</p>	<p><b><u>E-Safety</u></b> To understand the risks of social networking.</p> <p><b><u>Be Internet Legends Protect Your Stuff</u></b> Students will learn to understand the importance of protecting their personal information online and be aware that the information they put online is not necessarily safe and/or private. They Will look at ways of securing their information online, and asking for help if they are concerned about their own or others' online safety. <b>Interland:</b> Tower of Treasure</p>	<p><b><u>E-Safety</u></b> To be able to use online gaming safely.</p> <p><b><u>Be Internet Legends Respect Each Other</u></b> Students will learn how to develop respectful, empathetic and healthy online relationships. Ways to manage and respond in a healthy and safe way to hurtful online behaviour. <b>Interland:</b> Kind Kingdom</p>	<p><b><u>E-Safety</u></b> To know what downloading is and the legalities of it and risks involved.</p> <p><b><u>Be Internet Legends</u></b> An overview of all four strands and complete an end of unit assessment Students to complete a quiz using Google Forms.</p>	<p><b><u>E-Safety</u></b>  Assessment task</p>
<b>Science</b>	<p><b><u>Forces end of unit assessment</u></b></p> <p><b><u>Animals including humans</u></b>  What different stages are there in the human life?</p>	<p><b><u>Animals including humans</u></b>  Describe the changes as humans develop to old age</p>	<p><b><u>Animals including humans</u></b>  How does the gestation period vary between different species?</p>	<p><b><u>Animals including humans</u></b>  Data handling  Compare life expectancy data</p>	<p><b><u>Climate Change</u></b>  Look at what is causing climate change and the impact on Earth</p>	<p><b><u>Climate change</u></b>  Look at measure we can take to tackle climate change</p>

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<b>PE</b>	<p align="center"><b>Basketball</b></p> <p>Types of passing: bounce pass chest pass overhead pass</p>	<p align="center"><b>Basketball</b></p> <p>Defending and marking, How to win the ball without making contact in a non contact sport.</p>	<p align="center"><b>Basketball</b></p> <p>Dribbling and the effects of dribbling.</p> <p>One handed side to side rhythm dribbling</p>	<p align="center"><b>Basketball</b></p> <p>Shooting Techniques: one handed two handed under arm shot lay up</p>	<p align="center"><b>Basketball</b></p> <p>Games and rules: 5 a side matches (stop stand and coach) Elimination shooting game</p>	<p align="center"><b>Basketball</b></p> <p>Elimination shooting game</p> <p>5 a side matches, competitive manor</p>
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