

Medium Term Plan

Year/class: Five		Topic and subject: Anglo Saxons				
Subject						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Tell Me a Dragon by Jackie Morris Free Verse / Building vocabulary</p> <ul style="list-style-type: none"> Figurative language/ vivid imagery Vary sentence types Varied Vocab 	<p>The Hobbit by J. R. R Tolkien Fiction from our literary heritage</p> <ul style="list-style-type: none"> Figurative language/ vivid imagery Vary sentence types Relative clauses Parenthesises Cohesion within paragraphs 	<p>The Hobbit by J. R. R Tolkien Fiction from our literary heritage</p> <ul style="list-style-type: none"> Figurative language/ vivid imagery Vary sentence types Relative clauses Parenthesises Cohesion within paragraphs 	<p>The Hobbit by J. R. R Tolkien Fiction from our literary heritage</p> <ul style="list-style-type: none"> Figurative language/ vivid imagery Vary sentence types Relative clauses Parenthesises Cohesion within paragraphs 	<p>Dragonology – information text</p>	<p>Dragonology – information text</p>
Maths	<p>I can multiply 2 digits by 1 digit (recap). I can multiply 3 digits by 1 digit (recap). I can multiply 4 digits by 1 digit. I can multiply 2 digits by 2 digits using the area model with place value counters then numbers.</p>	<p>I can multiply 2 digits by 2 digits using the area model with place value counters then numbers. I can multiply 2 digits by 2 digits. I can multiply 3 digits by 2 digits. I can multiply 4 digits by 2 digits. Fluence practise. I can multiply 4 digits by 2 digits. Reasoning and problem solving.</p>	<p>I can divide 2 digits by 1 digit. (Recap) I can divide 3 digits by 1 digit. (Recap) I can divide 4 digits by 1 digit. I can divide with remainders. I can divide with remainders. (arithmetic test)</p>	<p>What is a fraction? (Recap) Equivalent fractions (Recap) Equivalent fractions Fractions greater than 1 (Recap) Improper fractions to mixed numbers</p>	<p>Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p> <p>Ethan I can recognise a quarter I can recognise a quarter, reasoning and problem solving I can find a quarter I can find a quarter, reasoning and problem solving I can find halves and quarters of money, weights and measure</p>	<p>Compare and order fractions greater than 1 Add and subtraction fractions Add fractions within 1 Add 3 or more fractions Add fractions</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p> <p>Ethan I can recognise a third I can recognise a third, reasoning and problem solving I can find a quarter, half and third I can find a third I can find third, reasoning and problem solving</p>
History	<p>I can understand why, where and when the Anglo-Saxons invaded Britain</p>	<p>I can understand how the Anglo-Saxons have influenced Britain by explaining some of</p>	<p>I can describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there.</p>	<p>I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</p>	<p>I can explain the religious beliefs and practices of the early Anglo-Saxon people and I</p>	<p>I can explain the work of some of the saints who were influenced in converting the Anglo-Saxons to Christianity I</p>

Medium Term Plan

<p>Do the Anglo-Saxons deserve this land</p>	<p>I can label Anglo-Saxon kingdoms on a map</p> <p>Anglo Saxon kingdoms powerpoint.ppt</p> <p>Chronological Understanding Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Knowledge and Interpretation Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Historical Enquiry Do they appreciate that significant events in history have helped shape the country we have today?</p>	<p>the place names they established and their meanings.</p> <p>Anglo saxon place names Powerpoint.ppt</p> <p>Chronological Understanding</p> <p>Knowledge and Interpretation</p> <p>Historical Enquiry</p>	<p>I can write about the different jobs Anglo-Saxons did</p> <p>Anglo-Saxon settlement.pptx</p> <p>Chronological Understanding</p> <p>Knowledge and Interpretation</p> <p>Historical Enquiry</p>	<p>culture and artefacts.ppt</p> <p>Chronological Understanding</p> <p>Knowledge and Interpretation</p> <p>Historical Enquiry</p>	<p>know and can describe some of the gods they worshipped.</p> <p>Anglo Saxon Gods.ppt</p> <p>Chronological Understanding</p> <p>Knowledge and Interpretation</p> <p>Historical Enquiry</p>	<p>know about some of the important Christian buildings that they founded.</p> <p>Conversion to Christianity.ppt</p> <p>Chronological Understanding</p> <p>Knowledge and Interpretation</p> <p>Historical Enquiry</p>
<p>Art</p>						
<p>DT Textiles - Weaving</p>	<p>Design</p> <p>Generate innovative ideas through research including surveys, interviews and questionnaires.</p> <p>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>	<p>Design</p> <p>Generate innovative ideas through research including surveys, interviews and questionnaires.</p> <p>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design.</p> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p>	<p>Make</p> <p>Produce detailed lists of equipment and fabrics relevant to their tasks.</p> <ul style="list-style-type: none"> Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 	<p>Make</p> <p>Produce detailed lists of equipment and fabrics relevant to their tasks.</p> <ul style="list-style-type: none"> Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 	<p>Make</p> <p>Produce detailed lists of equipment and fabrics relevant to their tasks.</p> <ul style="list-style-type: none"> Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 	<p>Evaluate</p> <p>Investigate and analyse textile products linked to their final product.</p> <ul style="list-style-type: none"> Compare the final product to the original design specification. Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work
<p>Science Animals Including Humans</p>	<p>Humans Timeline</p> <p>Describe the changes as humans develop to old age by</p>	<p>Growth of Babies</p> <p>Describe the changes as humans develop to old age in</p>	<p>Puberty</p> <p>Describe the changes as humans develop to old age by</p>	<p>Changes in Old Age</p> <p>Describe the changes as humans develop to old age by</p>	<p>Gestation Periods</p> <p>Report findings from enquiries, including oral and written explanations of results in the</p>	<p>Life Expectancy</p> <p>Record data and results of increasing complexity using bar</p>

Medium Term Plan

	<p>drawing a timeline to indicate stages in the growth and development of humans.</p> <ul style="list-style-type: none"> I can describe the stages of human development. 	<p>the context of the development of babies in their first year.</p> <ul style="list-style-type: none"> I can explain how babies grow and develop. <p>Record data and results of increasing complexity using bar and line graphs in the context of the growth of babies in height and/or weight during their first year after birth.</p> <ul style="list-style-type: none"> I can present data. 	<p>comparing the changes that take place to boys and girls during puberty.</p> <ul style="list-style-type: none"> I can describe and explain the main changes that occur during puberty. 	<p>understanding the changes that take place in old age.</p> <ul style="list-style-type: none"> I can identify the changes that take place in old age. 	<p>context of the gestation period for animals.</p> <ul style="list-style-type: none"> I can report findings from enquiries. 	<p>and line graphs, and models in the context of comparing gestation periods and life expectancies of animals.</p> <ul style="list-style-type: none"> I can record complex data using graphs and models. <p>Reporting and presenting findings from enquiries, including causal relationships by analysing data on gestation periods and life expectancies of animals.</p> <ul style="list-style-type: none"> I can identify the relationship between variables  <p>End Product: to create a non-fiction book throughout the unit of learning that will include a wide array of information, diagrams and graphs that outline the key aspects of human life.</p>
<p>Computing</p> <p>Data and information – Flat-file databases</p>	<p>To use a form to record information:</p> <ul style="list-style-type: none"> I can create multiple questions about the same field I can explain how information can be recorded I can order, sort, and group my data cards 	<p>To compare paper and computer-based databases:</p> <ul style="list-style-type: none"> I can navigate a flat-file database to compare different views of information I can explain what a 'field' and a 'record' is in a database I can choose which field to sort data by to answer a given question 	<p>To outline how grouping and then sorting data allows us to answer questions:</p> <ul style="list-style-type: none"> I can explain how information can be grouped I can group information to answer questions I can combine grouping and sorting to answer more specific questions 	<p>To explain that tools can be used to select specific data:</p> <ul style="list-style-type: none"> I can choose which field and value are required to answer a given question I can outline how 'AND' and 'OR' can be used to refine data selection I can choose multiple criteria to answer a given question 	<p>To explain that computer programs can be used to compare data visually:</p> <ul style="list-style-type: none"> I can select an appropriate chart to visually compare data I can refine a chart by selecting a particular filter I can explain the benefits of using a computer to create graph 	<p>To apply my knowledge of a database to ask and answer real-world questions:</p> <ul style="list-style-type: none"> I can ask questions that will need more than one field to answer I can refine a search in a real-world context I can present my findings to a group <p>End Product Science – Forces/Earth and Space Look at previous investigations, input data creating charts and graphs.</p>
P.E	Yoga	Yoga	Yoga	Yoga	Yoga	Yoga

Medium Term Plan

Yoga Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball
R.E Scheme of work	<p>What is a place of worship? What is it for?</p> <p>What places of worship are for? The most important function of a place of worship?</p>	<p>What is a place of worship? What is it for?</p> <p>Differences within Anglican and Baptist churches Make links between Christian beliefs and features of these places of worship.</p>	<p>What is a Hindu place of worship? What is it for?</p> <p>Key features Hindu of worship at home and worship in a mandir. Differences between worship in the home and at the mandir Make links between Hindu beliefs and worship.</p>	<p>What is a Jewish place of worship? What is it for?</p> <p>Key features of a Jewish synagogue Differences between Jewish synagogues. Make links between Jewish beliefs and features of Jewish places of worship.</p>	<p>Are people more important than the place?</p> <p>How Christians try to embody Jesus in their actions. How different aspects of worship; silence, nature and being together, help Christians connect to God.</p> <p>PPT</p>	<p>What is a place of worship? What is it for?</p> <p>PPT</p>
Music 'Make you feel my Love'	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
Languages	<p>School I can name school subjects</p>	<p>School I can recognise school subjects in written form</p>	<p>School I can write school subjects correctly</p>	<p>School I can retrieve information from a spoken passage</p>	<p>School Can I write sentences to express opinions</p> <p>week5.pptx</p>	<p>School Can I express my likes and dislikes</p> <p>french wk 6.pptx</p>

Medium Term Plan

Year/class: Five		Topic and subject: Legacy				Duration: 6 weeks	
Prior learning/questions from children:							
Subject	Content (NC) Overview and time dedicated						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English	Powerpoint	Powerpoint	Powerpoint	Powerpoint Powerpoint 2	<p>This Week's Learning To recognise, understand and write using the features and structure of journalistic writing</p> <ul style="list-style-type: none"> • I can describe, talk about and write about the characters and events of a story I have read. • I can recognise and describe the key features of journalistic writing. • I can write effective headlines and captions. • I can explain the differences between direct and indirect speech. • I can change a section of dialogue from indirect speech to indirect speech. • I can write an introductory paragraph using the 5 W's. Powerpoint		
Maths	<p>Decimals</p> <p>Adding decimals within 1</p> <p>Subtracting decimals within 1</p> <p>Complements to 1</p> <p>Adding decimals – crossing the whole</p> <p>Adding decimals with the same number of decimal places</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p>	<p>Decimals</p> <p>Subtracting decimals with the same number of decimal places</p> <p>Adding and subtracting decimals with the same number of decimal places problem solving</p> <p>Adding decimals with a different number of decimal places</p> <p>Subtracting decimals with a different number of decimal places</p> <p>Adding and subtracting decimals with a different number of decimal places problem solving</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p>	<p>Decimals</p> <p>Adding and subtracting wholes and decimals</p> <p>Decimal sequences</p> <p>Multiplying decimals by 10, 100 and 1,000</p> <p>Dividing decimals by 10, 100 and 1,000</p> <p>Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p>	<p>Properties of Shape</p> <p>Identify angles</p> <p>Compare and order angles</p> <p>Measuring angles in degrees</p> <p>Measuring with a protractor (1)</p> <p>Measuring with a protractor (2)</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p>	<p>Properties of Shape</p> <p>Drawing lines and angles accurately</p> <p>Drawing lines and angles accurately</p> <p>Calculating angles on a straight line</p> <p>Calculating angles around a point</p> <p>Triangles</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p>	<p>Properties of Shape</p> <p>Quadrilaterals</p> <p>Calculating lengths and angles in shapes</p> <p>Regular and irregular polygons</p> <p>Reasoning about 3-D shapes</p> <p>Test end of block and mental arithmetic</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p>	

Medium Term Plan

		Resources					
Science	<p>Scientific Enquiry Food prep materials challenge <i>All food prep areas need to meet health and safety standards as well as be made from the best (and hardest) materials around. Your job is to investigate and make recommendations for the right material options.</i></p> <ul style="list-style-type: none"> List properties suited to food prep surfaces Plan and carry out an investigation on a range of materials for their hardness Record findings in table and scatter graph form Select the hardest materials from a range of materials that are also smooth and easy to clean <p>Resources</p>	<p>Scientific Enquiry Keeping it hot... keeping it cold <i>Ice creams need to stay cold, and hot chocolates and coffees need to stay hot. Can you investigate the insulating properties of a range of materials and make recommendations to food stall holders?</i></p> <ul style="list-style-type: none"> Be able to define thermal conductor and thermal insulator Plan and set up an investigation to determine which materials make the best thermal insulators Record findings in table and line graph form Recommend materials to store hot drinks and ice cream in based on investigation finding <p>Resources</p>	<p>Scientific Enquiry Food packaging challenge <i>Paper bags and bottles seem to be the way to go when it comes to take-out refreshments. But which is the best paper to use? And should stall holders go with glass or plastic for their drinks bottles? It is your job to find the answers.</i></p> <ul style="list-style-type: none"> Plan and set up an investigate into the strength of various papers Select the best paper from a range of papers to make a take-out food bag Research glass and plastic as bottle materials and identify their key properties Recommend a material for drinks bottles, based on a range of environmental and property based criteria <p>Resources</p>	<p>Scientific Enquiry Cleaning team challenge <i>The cleaning team needs the best cloths in the business to keep on top of spills and mess. Can you make recommendations on the most absorbent and tough materials for the job?</i></p> <ul style="list-style-type: none"> Plan and set up investigations to test a range of materials for their absorbency, strength and durability Record and present findings in a suitable graph/table Select the materials that are most suited to cleaning Make suggestions for suitable materials based on experience/knowledge <p>Resources</p>	<p>Scientific Enquiry Electrical health and safety <i>Electrical health and safety is always key at the Bestival Music Festival - recommendations are required for waterproof electrical insulating materials as well as those that will conduct electricity when breakages happen and emergency repairs are required. Can you investigate the best materials for the electrical H&S team?</i></p> <ul style="list-style-type: none"> Plan and set up an investigation looking at the electricity conducting properties of materials Record and interpret data in graph form Select the best materials for insulating wires from water, and for conducting electricity Compare thermal and electrical conduction <p>Resources</p>	<p>Scientific Enquiry Keeping the sound contained <i>The management team want to offer free ear defenders for children coming to the festival. Can you test out a range of materials that combine comfort and style with soundproofing?</i></p> <ul style="list-style-type: none"> Plan and carry out an investigation into the sound proofing properties of various materials Create and present a report that identifies the best materials for ear defenders based on data and general understanding of materials D&T (design and make a prototype for festival ear defenders) <p>Resources</p>	
Art	<p>Drawing a dragon I can identify and draw simple objects using marks and lines to show texture I can use shade to create mood and feeling.</p>	<p>Drawing Artist/Designer Architect Ian Simpson I can learn about the great artists, architects and designers in history. I can describe what they can see and like in the work of another artist/craft maker/designer? I can experiment with different styles which artists have used? I can learn about the work of others by looking at their work in books the Internet, visits to galleries and other sources of information?</p>	<p>Drawing Artist/Designer Architect Ian Simpson I can identify and draw simple objects using marks and lines to show texture. I can use shade to create mood and feeling.</p>	<p>Drawing Artist/Designer Architect Ian Simpson I can plan to create my own version of the Beetham tower I can include technical aspects in your work, e.g. architectural design?</p>	<p>Drawing Artist/Designer Architect Antonio Gaudi, Zaha Hadid, Frank Gehry I can experiment with different styles which artists have used? I can make a record about the styles and qualities in your work? I can say what your work is influenced by? I can include technical aspects in your work, e.g. architectural design?</p> <p>PPT Resources</p>	<p>Drawing Artist/Designer Architect Antoni Gaudi I can experiment with different styles which artists have used? I can make a record about the styles and qualities in your work? I can say what your work is influenced by? I can include technical aspects in your work, e.g. architectural design?</p> <p>PPT Resources</p>	

Medium Term Plan

DT							
Geography							
History	Crime and Punishment To explore crime and punishment in the Roman period.	Crime and Punishment To explore crime and punishment in the Anglo-Saxon and Viking period. To understand the Magna Carta	Crime and Punishment To explore crime and punishment in the medieval and Tudor periods.	Crime and Punishment To explore crime and punishment in the early model period – focusing on highwaymen	Crime and Punishment	Crime and Punishment To create a timeline of all the crimes and punishments beyond 1066 using primary and secondary sources as evidence	
LQ Did policing methods change as a result of changing crimes?							
Computing	Computing systems – sharing information To explain that computers can be connected together to form systems: I can explain that systems are built using a number of parts I can describe that a computer system features inputs, processes, and outputs I can explain that computer systems communicate with other devices	Computing systems – sharing information To recognise the role of computer systems in our lives: I can identify tasks that are managed by computer systems I can identify the human elements of a computer system I can explain the benefits of a given computer system	Computing systems – sharing information To recognise how information is transferred over the internet: I can recognise that data is transferred using agreed methods I can explain that networked digital devices have unique addresses I can explain that data is transferred over networks in packets	Computing systems – sharing information To explain how sharing information online lets people in different places work together: I can recognise that connected digital devices can allow us to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared	Computing systems – sharing information To contribute to a shared project online: I can suggest strategies to ensure successful group work I can make thoughtful suggestions on my group's work I can compare working online with working offline	Computing systems – sharing information To evaluate different ways of working together online: I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration End Product History – Crime Look at crimes today – how is this information transferred between police, what databases it goes through, DNA – algorithms	
P.E/Games	Athletics Cricket Striking and fielding use running, jumping, throwing and catching in isolation and in combination	Athletics Cricket Striking and fielding use running, jumping, throwing and catching in isolation and in combination	Athletics Cricket Striking and fielding use running, jumping, throwing and catching in isolation and in combination	Athletics Cricket Striking and fielding use running, jumping, throwing and catching in isolation and in combination	Athletics Cricket Striking and fielding use running, jumping, throwing and catching in isolation and in combination	Athletics Cricket Striking and fielding use running, jumping, throwing and catching in isolation and in combination	
Athletics Cricket							

Medium Term Plan

	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	
R.E What does it mean to be a Muslim in Britain today?	Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).	Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).	☐ Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).	☑ Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).	Make connections between the key functions of the mosque and the beliefs of Muslims (A1).		
Music Dancing in the Street	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
Languages	Clothes/Fashion Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Cities and rivers Geography aspects 31-100 Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Cities and rivers Geography aspects 31-100 Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Time Prepositions 31-100 Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Time Prepositions 31-100 Gain an overall understanding of an extended spoken text which includes some familiar language. Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	Written Piece – based on tale Gain an overall understanding of an extended spoken text which includes some familiar language. Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	

Medium Term Plan

Year/class: Five		Topic and subject:				
Subject						
	Week 1	Week 2 – Book Week	Week 3	Week 4	Week 5	Week 6
English	Tyger by William Blake Wild World by Angela McAlister Poetry	The Bad Beginning – Lemony Snicket To read, understand, evaluate and review a novel I can recognise and gather clues from a book using, the front cover, blurb and the first paragraph I can recognise and list positive and negative events in a story. I can choose appropriate words to complete sentences in the style of the book. I can describe and draw an invention. I can write a book review. The Bad Beginning.pptx	The Explorer by Katherine Rundell To engage in the world of a text I can collect information about a text from the cover and the blurb. I can make predictions about a story. I can retrieve and infer information from a text I can use a dictionary to find the meaning of unknown words. I can create a list showing my knowledge of Brazil and the Amazon. Powerpoint Wk1.ppt Resources	The Explorer by Katherine Rundell I can recognise features of a diary/journal. I can write a diary/journal of one of the children. I can check, edit and assess my diary using success criteria. I can collect facts and information about an Amazonian tribe. I can identify the features of a radio/news broadcast. I can continue research and collect facts on an Amazonian tribe I can plan a radio/news broadcast I can finish and edit a radio news story, in preparation for recording. Powerpoint Wk2.ppt	The Explorer by Katherine Rundell To complete and record a radio broadcast about the Yanomami tribe. I can add appropriate “radio and broadcast” language to my radio broadcast I can record my broadcast using appropriate intonation and speech To plan, write (using subordinating conjunctions) and edit a story based on The Explorer by Catherine Rundell I can recognise and use subordinating conjunctions in my writing. I can vary the position of subordinating conjunctions for effect. I can plan a narrative based on The Explorer. I can write an introductory paragraph that hooks the reader. I can complete my narrative Powerpoint Wk3.ppt	The Great Kapok Tree – persuasion PPT
	Guided Reading Free Verse Week1	No GR This week	No GR this week 1:1 Readers	Guide Reading Information Text Wipers and Text		
Maths	Fractions I can add mixed numbers I can subtract fractions I can subtract mixed numbers I can subtract mixed numbers I can subtract 2 mixed numbers Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT Ethan I can recognise a unit fraction	Fractions I can multiply a unit fraction by an integer I can multiply non-unit fractions by an integer I can multiply mixed numbers by an integer I can calculate fractions of a quantity (recap) I can find fractions of an amount Mon PPT Tue PPT Wed PPT	Fractions I can understand fractions as operators Recap learning – adding, subtracting and multiplying fractions I can problem solve with fractions Mon PPT Tue PPT Wed PPT Thurs Test Fri – INSET day Ethan	Decimals and Percentages I can understand 2 decimal places I can find fraction and decimal equivalents I can compare fractions and decimals I can understand decimals above a whole I can understand thousandths Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT	Decimals and Percentages I can compare thousandths I can round decimals I can understand percentages I can understand percentages as fractions and decimals I can find equivalent fractions, decimals, percentages Mon PPT Tue PPT Wed PPT	Consolidation I can solve multi step word problems I can multiply 4 digit by 2 digit numbers and divide finding remainders Mon PPT Tue PPT EASTER

Medium Term Plan

	<p>I can recognise a unit fraction, reasoning and problem solving I can recognise non-unit fractions I can recognise non-unit fractions, reasoning and problem solving I can find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a shape</p> <p>Resources</p>	<p>Thurs PPT Fri PPT</p> <p>Ethan I can find equivalent fractions of halves and quarters I can find equivalent fractions of halves and quarters, reasoning and problem solving I can find three quarters of amounts I can find three quarters of amounts, reasoning and problem solving I can find fractions of lengths, quantities, sets of objects or shapes</p> <p>Resources</p>	<p>I can count in fractions I can count in fractions, using reasoning and problem solving I can problem solve with fractions</p> <p>Test</p> <p>Resources</p>		<p>Thurs PPT Fri PPT</p>	
<p>Science</p> <p>Should be living things and their habitats</p>	<p>To know what a life cycle is</p> <ul style="list-style-type: none"> The stages a living thing goes through during its life Humans have various steps during their lives, such as baby, child and adult Amphibians go from the egg, to the larva, to the adult 	<p>To know that some plants are adapted to survive in water</p> <ul style="list-style-type: none"> They do not have an extensive root system to gather water Their leaves float on the water's surface 	<p>To know the function of all the parts of a plant involved in reproduction</p> <ul style="list-style-type: none"> Petal: large, brightly coloured petals are used to attract insects Stamen: the male part of the plant made up of the anther and filament Anther: produces grains of pollen and filament: supports the anther Stigma: the female part and it collects pollen grains 	<p>To know that some plants use their stems to reproduce</p> <ul style="list-style-type: none"> The parent plant produces new plants from their stems The parent plant produces runner which spread across the ground Young plants develop from a bud in the runner 	<p>To know the amphibian life cycle</p> <ul style="list-style-type: none"> Start their lives as eggs in water then develop into tadpoles who breathe through gills, like fish End their lives on land as adults who breathe air using their lungs and skin 	<p>To know the insect life cycle</p> <ul style="list-style-type: none"> Insects start life as egg, then it becomes a larva, and a pupa before becoming an adult Other insects have a three-stage life cycle: born as an egg, hatches as a nymph and changes into an adult <p>Biography:</p> <ul style="list-style-type: none"> Research a significant naturalist or animal behaviourist and create a poster that showcases their life, achievements and significance. 
<p>DT</p> <p>Foraging</p>	<p>Design</p> <ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	<p>Design</p> <ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication 	<p>Make</p> <ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	<p>Make</p> <ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	<p>Make</p> <ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	<p>Evaluate</p> <ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.

Medium Term Plan

		technology as appropriate to develop and communicate ideas.	Possible trip to RHS			• Understand how key chefs have influenced eating habits to promote varied and healthy diets.
Art						
Geography	<p>Human and physical geography Describe and understand key aspects of: - physical geography, including: climate zones, biomes vegetation belts and how these contrast with other biomes</p> <p>LQ Why are forests so important? The main location of the world's rainforests, and how these things distinctively apply to the Amazon; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Book Week</p> <p>No lesson</p>	<p>Children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Explain how a location fits into its wider geographical location; with reference to human and economical features.</p>	<p>Explain what a place might be like in the future, taking account of issues impacting on human features. (Deforestation, wild fires).</p> <p>End Product: write a newspaper report on affects of a wild fire.</p>	<p>Report on ways in which humans have both improved and damaged the environment.</p> <p>Know how some humans have adapted to life in the rainforest.</p>
History						
Computing	<p>Creating media – Video editing</p> <p>To identify that drawing tools can be used to produce different outcomes:</p> <ul style="list-style-type: none"> I can recognise that vector drawings are made using shapes I can identify the main drawing tools I can discuss how a vector drawing is different from paper-based drawings 	<p>Creating media – Video editing</p> <p>To create a vector drawing by combining shapes:</p> <ul style="list-style-type: none"> I can identify the shapes used to make a vector drawing I can explain that each element added to a vector drawing is an object I can move, resize, and rotate objects I have duplicated 	<p>Creating media – Video editing</p> <p>To use tools to achieve a desired effect:</p> <ul style="list-style-type: none"> I can use the zoom tool to help me add detail to my drawings I can explain how alignment grids and resize handles can be used to improve consistency I can modify objects to create different effects 	<p>Creating media – Video editing</p> <p>To recognise that vector drawings consist of layers:</p> <ul style="list-style-type: none"> I can identify that each added object creates a new layer in the drawing I can identify which objects are in the front layer or in the back layer of a drawing I can change the order of layers in a vector drawing 	<p>Creating media – Video editing</p> <p>To group objects to make them easier to work with:</p> <ul style="list-style-type: none"> I can copy part of a drawing by duplicating several objects I can group to create a single object I can reuse a group of objects to further develop my vector drawing 	<p>Creating media – Video editing</p> <p>To evaluate my vector drawing:</p> <ul style="list-style-type: none"> I create alternatives to vector drawings I can suggest improvements to a vector drawing I can apply what I have learned about vector drawings <p>End Product English – The Explorer Geography – The Wild World DT – Foraging</p>

Medium Term Plan

						Create radio broadcast/podcast for the Yanomami people.
P.E Football OAA	Football OAA	Football OAA	Football OAA	Football OAA	Football OAA	Football OAA
R.E						
Music 'Fresh Prince of Bel Air'	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	INSET day	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Languages	WEATHER Recognise similarities and differences between places Present information about an aspect of culture	WEATHER Recognise similarities and differences between places Present information about an aspect of culture	WEATHER Recognise similarities and differences between places Present information about an aspect of culture	WEATHER Recognise similarities and differences between places Present information about an aspect of culture	WEATHER Recognise similarities and differences between places Present information about an aspect of culture	WEATHER Recognise similarities and differences between places Present information about an aspect of culture

Medium Term Plan

Year/class: Five		Topic and subject: Is water friend or foe?				Duration: 6 weeks	
Subject	Content (NC) Overview and time dedicated						
	Week 1 4 days	Week 2 Trip Tuesday	Week 3 Assessment Week	Week 4	Week 5 3 Day transitions	Week 6 Whole school Dress Reh Y3-5 - Friday	Week 7 Evening Productions
English							Chocolate Project Week
Maths	<p>Geometry – Position and Direction</p> <p>I can describe position</p> <p>I can draw on a grid</p> <p>I can find the position in the first quadrant</p> <p>Translation</p> <p>Tue PPT Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p>	<p>Geometry – Position and Direction</p> <p>Translation with co-ordinates</p> <p>I can find lines of symmetry</p> <p>I can complete a symmetry figure</p> <p>Reflection</p> <p>Mon PPT Tue SCHOOL TRIP Wed PPT Thurs PPT Fri PPT</p> <p>Resources</p>	<p>Assessment Week - Consolidation</p> <p>Puma test A</p> <p>Puma Test B</p> <p>Arithmetic</p> <p>Reflection</p> <p>End of unit test</p> <p>Mon – Test Tue – Test Wed – Test Thurs PPT Fri PPT</p>	<p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p>	<p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p>	<p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p>	<p>Mon PPT Tue PPT Wed PPT Thurs PPT Fri PPT</p>
Science Properties and changes of matter	<p>Properties and changes of matter</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>To know what dissolving means</p> <ul style="list-style-type: none"> When a substance, usually a solid, fully mixes into a liquid Dissolving does not change a substance; it just causes it to break up into smaller Particles that we cannot see sugar can still be tasted in tea – so it has 	<p>Properties and changes of matter</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>To know that materials can be separated using different methods</p> <ul style="list-style-type: none"> A mixture is formed when two or more substances are mixed physically, for 	<p>Properties and changes of matter</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>PPT Resources</p>	<p>Properties and changes of matter</p> <p>Explain that some changes form new materials, and that these changes are not usually reversible.</p> <p>PPT Resources</p>	<p>Properties and changes of matter</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>To know crystals are formed from solutions</p>	<p>Properties and changes of matter</p> <p>To 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>PPT Resources</p>	

Medium Term Plan

	<p>not disappeared, we just cannot see it anymore</p> <p>PPT</p> <p>Resources</p>	<p>example, stirring sugar into tea</p> <ul style="list-style-type: none"> Mixtures can be separated dependant on their properties Filtering: separate tiny solid particles from a liquid Magnets: separate magnetic particles from a mixture of magnetic and non-magnetic solids <p>PPT</p> <p>Resources</p>			<ul style="list-style-type: none"> Crystals can be grown from saturated solutions using a seed crystal Growing crystals is a way of separating solids from liquids They are formed as the liquid evaporates <p>PPT</p> <p>Resources</p>		
ART	<p>Megan Coyle</p> <p>To develop collage skills using different media.</p> <ul style="list-style-type: none"> Examine Megan Coyle's figurative collages to learn more about narrative artwork. Consider how body language and the environment around a person can tell a story. Study artwork and respond to questions. <p>https://megancoyle.com/learn/middle-school/animals/</p>	SCHOOL TRIP	<p>Megan Coyle</p> <ul style="list-style-type: none"> Examine Megan Coyle's figurative collages to learn more about narrative artwork. Consider how body language and the environment around a person can tell a story. Study artwork and respond to questions. <p>https://megancoyle.com/learn/middle-school/narrative/</p>	<p>Megan Coyle</p> <p>Chn create their own water collage in the style of Megan Coyle</p> <p>Create their own paper collages. Brainstorm a story for their mini collage series. Have students sketch out an illustration for each work of art (3 different sketches). Distribute magazine and paper supplies to begin work on the collages. Have students finish three collages.</p>	<p>Megan Coyle</p> <p>Chn create their own water collage in the style of Megan Coyle</p> <p>Create their own paper collages. Brainstorm a story for their mini collage series. Have students sketch out an illustration for each work of art (3 different sketches). Distribute magazine and paper supplies to begin work on the collages. Have students finish three collages.</p>	<p>Megan Coyle</p> <p>To evaluate the students' collages, ask:</p> <ul style="list-style-type: none"> Did the student create three cohesive collages? Do the collages focus on colour and texture? <p>Did the student successfully tell a story with images</p>	Megan Coyle
Geography Is water friend or foe?	INSET DAY	<p>The children will identify the position of the Arctic and Antarctic circle and the effect of global warming on the polar ice caps using data available.</p> <p>PPT</p> <p>Resources</p>		<p>They will also study the destructive effects of water such as flooding in Bangladesh and Tsunamis in Japan.</p> <p>PPT</p> <p>Resources</p>	Transition week	<p>Understand different bodies of water e.g. oceans, reservoir, rivers etc and their associated issues. For example they could look at flood defences in Manchester and decide which areas should be prioritised for protection.</p> <p>PPT</p> <p>Resources</p>	<p>Use digimap to look at land use around the River Irk Irwell and Medlock to inform their decisions. Pupils will progress to looking at issues linked to sustainability and environmental damage for example plastics in the ocean.</p> <p>They will investigate the decisions made around conservation of water for example building a dam,</p>

Medium Term Plan

							flooding villages to create reservoirs and this could form the basis for a debate End Product: Class debate
Computing	<p>Programming B – Selection in quizzes</p> <p>To explain how selection is used in computer programs:</p> <ul style="list-style-type: none"> I can recall how conditions are used in selection I can identify conditions in a program I can modify a condition in a program 	<p>Programming B – Selection in quizzes</p> <p>To relate that a conditional statement connects a condition to an outcome:</p> <ul style="list-style-type: none"> I can use selection in an infinite loop to check a condition I can identify the condition and outcomes in an ‘if... then... else...’ statement I can create a program with different outcomes using selection 	<p>Programming B – Selection in quizzes</p> <p>To explain how selection directs the flow of a program:</p> <ul style="list-style-type: none"> I can explain that program flow can branch according to a condition I can design the flow of a program which contains ‘if... then... else...’ I can show that a condition can direct program flow in one of two ways 	<p>Programming B – Selection in quizzes</p> <p>To design a program which uses selection:</p> <ul style="list-style-type: none"> I can outline a given task I can use a design format to outline my project I can identify the outcome of user input in an algorithm 	<p>Programming B – Selection in quizzes</p> <p>To create a program which uses selection:</p> <ul style="list-style-type: none"> I can implement my algorithm to create the first section of my program I can test my program I can share my program with others 	<p>Programming B – Selection in quizzes</p> <p>To evaluate my program:</p> <ul style="list-style-type: none"> I can identify ways the program could be improved I can identify the setup code I need in my program I can extend my program further <p>Topic/Science Kahoot quizzes Make own quizzes revising topics for the year.</p>	
P.E Dance Tag Rugby	Dance Tag Rugby	Dance Tag Rugby	Dance Tag Rugby	Dance Tag Rugby	Dance Tag Rugby	Dance Tag Rugby	
R.E (Through assemblies and short sessions in class)							
Music Summer Production	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	

Medium Term Plan

		and from great composers and musicians Develop an understanding of the history of music.	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	fluency, control and expression	
Languages	Time Prepositions 31-100 Hobbies Holidays Sentences describing Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Time Prepositions 31-100 Hobbies Holidays Sentences describing Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Time Prepositions 31-100 Hobbies Holidays Sentences describing Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Time Prepositions 31-100 Hobbies Holidays Sentences describing Begin to use intonation to differentiate between sentence types. Write phrases and some simple sentences from memory.	Time Prepositions 31-100 Hobbies Holidays Sentences describing Gain an overall understanding of an extended spoken text which includes some familiar language. Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	Time Prepositions 31-100 Hobbies Holidays Sentences describing Gain an overall understanding of an extended spoken text which includes some familiar language. Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	Time Prepositions 31-100 Hobbies Holidays Sentences describing
Evaluation/notes:							

Medium Term Plan

Year/class: Five		Topic and subject:			Duration: 7 weeks		
Prior learning/questions from children:							
Content (NC) Overview and time dedicated							
Subject	Week 1	Week 2	Week 3 <i>Friendship Week</i>	Week 4	Week 5	Week 6	Week 7
English	<p>This Rock, That Rock – Poetry</p> <p>To recognise, understand, evaluate and create a range of poetry, including free verse. I can turn verbs into nouns using the suffix -er. I can write a “What am I?” poem. I can recognise features of a free verse poem. I can recognise, convert and use verbs in the present progressive tense. I can write a free verse poem linked to space and exploration using questions. To recognise, understand, evaluate and create a range of poetry, including free verse. I can say what I like about a poem and give reasons. I can recognise antonyms in a poem. I can write a free verse poem contrasting the Earth and Mars</p> <p>Powerpoint</p> <p>Resources</p>	<p>Holes – Descriptive writing</p> <p><i>To infer and deduce the content of a novel based on cover analysis</i></p> <p><i>To identify and use adjectives and adverbs</i></p> <p><i>To write a diary</i></p> <p><i>To recognise and use adverbials for cohesion</i></p> <p><i>To recognise and use adverbials for cohesion</i></p> <p>Powerpoint</p> <p>Resources</p>	<p><i>Holes – Descriptive writing</i></p> <p><i>To understand a character’s feelings at different points in a story</i></p> <p><i>To skim and scan a text quickly for information</i></p> <p><i>To proofread, edit and improve writing</i></p> <p>Powerpoint</p> <p>Resources</p>	<p>Holes – Descriptive writing</p> <p>To use relative clauses</p> <p>To write a diary</p> <p>To proofread, edit and improve writing</p> <p>Powerpoint</p> <p>Resources</p>	Footprints on the Moon	Footprints on the Moon	

Medium Term Plan

<p>Maths</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>I can investigate patterns with multiples I can investigate factors I can find common factors I can find prime numbers</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT</p>	<p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p>Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT</p>	<p>I can use known facts to solve problems</p> <p>I can multiply 4 digits by 1 digit</p> <p>I can multiply 2 digits using the area model</p> <p>I can multiply 2 digits by 2 digits</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT</p>	<p>1 - To measure the perimeter of a shape</p> <p>2 - To calculate the perimeter of shapes</p> <p>3 - To find missing perimeters of shapes</p> <p>4 - To find the area of shapes by counting squares</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT</p>	<p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT</p>	<p>Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.</p> <p>Mon PPT Tue PPT Wed PPT Thurs PPT</p>	<p>Topic based project – local study.</p>
<p>Science</p>	<p>Earth and Space</p> <p>To know which planets make up our solar system</p> <ul style="list-style-type: none"> The sun is a star The earth is one of eight planets that travel around the sun The planets are mercury, venus, earth, mars, jupiter, saturn, uranus and neptune The solar system is also home to many asteroids, moons, and dwarf planets such as Pluto <p> PPT Resources</p>	<p>Earth and Space</p> <p>Describe the movement of the Earth and other planets relative to the Sun in the Solar System.</p>	<p>Earth and Space</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>I know that the Sun and planet move and that they are spherical (approximately round).</p> <p>I can name and describe planets and their movement around the sun.</p> <p>I can describe the way different planets orbit the sun.</p> <p> PPT Resources</p>	<p>Earth and Space</p> <p>To know that the rotation of the earth causes day and night</p> <ul style="list-style-type: none"> The earth is always spinning around – so if you are facing the sun it is day time When you face away from the sun so it is dark, this is the night-time It takes 24 hours for the earth to spin all the way around, and we call this a day <p>PPT Resources</p> <p></p>	<p>Earth and Space</p> <p>To know what an eclipses is</p> <ul style="list-style-type: none"> From earth there are two main types of eclipses: solar eclipses and lunar eclipses Solar eclipse occurs when the moon passes in front of the sun causing a shadow to fall on certain portions of the earth Lunar eclipse occurs when the earth casts a shadow on a full moon <p>To know the four main phases of the moon</p> <ul style="list-style-type: none"> New moon. First quarter. Full moon. Third quarter (last quarter) <p> PPT Resources</p>	<p>Earth and Space</p> <p>To know how we see the moon</p> <ul style="list-style-type: none"> The moon does not have any light of its own We only see the moon when light from the sun falls on it and is reflected back to us on earth <p>Assessment  PPT</p> <p>End product: build your own version of the solar system</p>	

Medium Term Plan

<p>Art</p>	<p>Painting Georgie O’Keeffe – Starlight night</p> <p>I can mix primary colours to make a secondary colour I can recreate my own Starlight Night mixing primary colours.</p> <p>Resources</p>	<p>Painting Georgie O’Keeffe – Starlight night</p> <p>I can mix primary colours to make a secondary colour I can recreate my own Starlight Night mixing primary colours.</p> <p>Resources</p>	<p>Painting Georgie O’Keeffe – Starlight night</p> <p>I can mix primary colours to make a secondary colour I can recreate my own Starlight Night mixing primary colours.</p> <p>Resources</p>	<p>Painting Peter Thorpe – abstract space art</p> <p>To explore Peter Thorpe’s art work</p> <p>To plan a piece of artwork in the style of Peter Thorpe To create sketch books to record their observations and use them to review and revisit ideas To learn about great artists, architects and designers in history.</p> <p>PPT Resources</p>	<p>Painting Peter Thorpe – abstract space art</p> <p>To produce a piece of artwork in the style of Peter Thorpe</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials PPT</p>	<p>Painting Peter Thorpe – abstract space art</p> <p>To produce a piece of artwork in the style of Peter Thorpe</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	
<p>DT</p>							
<p>History</p>							
<p>Geography</p> <p>LQ What makes America great?</p>	<p>Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>PPT</p>	<p>The children, inspired by Johnny Cash singing ‘I’ve been everywhere’, travel the North and South American continents</p> <p>Distinguish between the terms ‘continent’, ‘region’, ‘country’, ‘state’ and ‘city’ along the journey.</p>	<p>Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states and identify landmarks</p>	<p>They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents.</p>	<p>Compare UK and North America</p> <p>Human and physical features</p> <p>Recap continents and seas</p> <p>Rainforest/deserts/ mountains/ rivers</p>	<p>End Product: using the song ‘Route 66’ as the stimulus for creating an illustrated, labelled and annotated map of the historic route</p> <p>Chicago – Santa Monica (LA)</p>	
<p>Computing</p>	<p>To identify that drawing tools can be used to produce different outcomes:</p> <ul style="list-style-type: none"> I can recognise that vector drawings are made using shapes I can identify the main drawing tools 	<p>To create a vector drawing by combining shapes:</p> <ul style="list-style-type: none"> I can identify the shapes used to make a vector drawing I can explain that each element added to a 	<p>To use tools to achieve a desired effect:</p> <ul style="list-style-type: none"> I can use the zoom tool to help me add detail to my drawings I can explain how alignment grids and resize handles can be used to improve consistency 	<p>To recognise that vector drawings consist of layers:</p> <ul style="list-style-type: none"> I can identify that each added object creates a new layer in the drawing I can identify which objects are in the 	<p>To group objects to make them easier to work with:</p> <ul style="list-style-type: none"> I can copy part of a drawing by duplicating several objects 	<p>To evaluate my vector drawing:</p> <ul style="list-style-type: none"> I create alternatives to vector drawings I can suggest improvements to a vector drawing 	

Medium Term Plan

	<ul style="list-style-type: none"> I can discuss how a vector drawing is different from paper-based drawings 	<p>vector drawing is an object</p> <ul style="list-style-type: none"> I can move, resize, and rotate objects I have duplicated 	<ul style="list-style-type: none"> I can modify objects to create different effects 	<p>front layer or in the back layer of a drawing</p> <ul style="list-style-type: none"> I can change the order of layers in a vector drawing 	<ul style="list-style-type: none"> I can group to create a single object I can reuse a group of objects to further develop my vector drawing 	<ul style="list-style-type: none"> I can apply what I have learned about vector drawing <p>Science – Space End Product Use vector drawing to design planets</p>	
<p>P.E</p> <p>Gymnastics</p> <p>Volleyball</p>	<p>Gymnastics</p> <p>Volleyball</p>	<p>Gymnastics</p> <p>Volleyball</p>	<p>Gymnastics</p> <p>Volleyball</p>	<p>Gymnastics</p> <p>Volleyball</p>	<p>Gymnastics</p> <p>Volleyball</p>	<p>Gymnastics</p> <p>Volleyball</p>	
<p>R.E</p> <p>What would Jesus do?</p>	<p><i>To know what Jesus’ mission was</i></p> <p>Powerpoint</p> <p>Resources</p>	<p><i>To know Jesus’ teachings about love</i></p> <p>Powerpoint</p> <p>Resources</p>	<p><i>To know Jesus’ teachings about forgiveness</i></p> <p>Powerpoint</p> <p>Resources</p>	<p><i>To know Jesus’ teachings about justice and fairness</i></p> <p>Powerpoint</p> <p>Resources</p>	<p><i>To know Jesus’ teachings about generosity and not being greedy</i></p> <p>Powerpoint</p> <p>Resources</p>	<p><i>To reflect on and discuss what impact following Jesus’ example and teaching has</i></p> <p>Powerpoint</p> <p>Resources</p>	
<p>Music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p>Languages</p> <p>(See scheme)</p>	<p>Celebrations</p>	<p>Celebrations</p>	<p>Celebrations</p>	<p>Celebrations</p>	<p>Celebrations</p>	<p>Celebrations</p>	<p>Nativity (Cards)</p> <p>Write phrases and some simple sentences from memory.</p>
<p>Evaluation/notes:</p>							

Medium Term Plan

Year/class: Five		Topic and subject:				Duration: 8 weeks		
Prior learning/questions from children:								
•								
Content (NC) Overview and time dedicated								
	Week 1 3 DAYS	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	Spoken word poetry/rap PPT	Spoken word poetry/rap PPT Spelling From previous years: plurals (adding '-s', '-es' and '-ies')	The Iron Man Narrative Powerpoint Spelling Words with the letter string 'ough'	The Iron Man Narrative Powerpoint Spelling Words with 'silent' letters	The Iron Man Narrative Powerpoint Powerpoint 2 Spelling Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists	Wallace and Gromit's cracking contraptions Instructions Spelling Words ending in '-able' and '-ible'	Wallace and Gromit's cracking contraptions Instructions Spelling Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)	Spelling Strategies for learning words: words from statutory and personal spelling lists
Maths	<ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Solve number problems and practical problems that involve all of the above. 	<ul style="list-style-type: none"> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 	<ul style="list-style-type: none"> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<ul style="list-style-type: none"> Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) 	<ul style="list-style-type: none"> Solve number problems and practical problems that involve addition and subtraction of increasingly large numbers 	<ul style="list-style-type: none"> ☑ solve comparison, sum and difference problems using information presented in a line graph ☑ complete, read and interpret information in tables, including timetables. 	Recap and revision - misconceptions	

Medium Term Plan

<p>Science Forces</p>	<p>What do they remember from Year 3 forces? PPT</p>	<p>To know what friction is</p> <ul style="list-style-type: none"> Is a force between two surfaces that are sliding It always works in the direction opposite to the direction in which the object is moving Always slows a moving object down  <p>PPT</p>	<p>To know what gravity is</p> <ul style="list-style-type: none"> Force that pulls things to the ground on earth (and other planets) It holds earth and the other planets in their orbits around the sun  <p>PPT</p>	<p>To know what balanced forces are</p> <ul style="list-style-type: none"> When two forces are balanced, it means the forces are the same size but are acting in opposite directions When two balanced forces are acting on an object, that object will not change its motion  <p>PPT</p>	<p>To know how levers work</p> <ul style="list-style-type: none"> A lever is a long, sturdy body that rests on a support called a fulcrum You apply force in one direction, and the pivot point re-directs the force in another direction  <p>PPT</p>	<p>To know who sir isaac newton was</p> <ul style="list-style-type: none"> Isaac newton was born in 1643 and became famous for his work on gravity and his three laws of motion The famous story of an apple falling to the ground from a tree illustrates how newton's work on gravity was inspired by things he observed in the world around him 	<p>End product: design, create and modify a mechanical object i.e. A toy. Evaluate the process of creating the mechanical objects, discussing how and why you may have modified them.</p>	
<p>DT Structures – Science – gears and pulleys</p>		<p>Design</p> <p>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</p> <ul style="list-style-type: none"> Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>PPT</p>	<p>Design</p> <p>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</p> <ul style="list-style-type: none"> Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>PPT</p>	<p>Make</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>PPT</p>	<p>Make</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>PPT</p>	<p>Make</p> <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>PPT</p>	<p>Evaluate</p> <p>Compare the final product to the original design specification.</p> <ul style="list-style-type: none"> Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. <p>End product: design, create and modify a mechanical object i.e. A toy. Evaluate the process of creating the mechanical objects, discussing how and why you may have modified them.</p> <p>PPT</p>	<p>Xmas Cards</p>

Medium Term Plan

<p>History</p> <p>LQ By 900AD, why were the major Mayan cities abandoned?</p>		<ul style="list-style-type: none"> Identify previous topics/events from Y4 and place them on a time-line. Eg: Ancient Greece, Romans and the Industrial Revolution. 	<ul style="list-style-type: none"> Understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Vikings and history post 1066. 	<ul style="list-style-type: none"> <i>(Use a time line to demonstrate changes and developments in culture, technology, religion and society.)</i> 	<ul style="list-style-type: none"> Know Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. 			
<p>Computing</p>		<p>To explain that computers can be connected together to form systems:</p> <ul style="list-style-type: none"> I can explain that systems are built using a number of parts I can describe that a computer system features inputs, processes, and outputs I can explain that computer systems communicate with other devices 	<p>To recognise the role of computer systems in our lives:</p> <ul style="list-style-type: none"> I can identify tasks that are managed by computer systems I can identify the human elements of a computer system I can explain the benefits of a given computer system 	<p>To recognise how information is transferred over the internet:</p> <ul style="list-style-type: none"> I can recognise that data is transferred using agreed methods I can explain that networked digital devices have unique addresses I can explain that data is transferred over networks in packets 	<p>To explain how sharing information online lets people in different places work together:</p> <ul style="list-style-type: none"> I can recognise that connected digital devices can allow us to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared 	<p>To contribute to a shared project online:</p> <ul style="list-style-type: none"> I can suggest strategies to ensure successful group work I can make thoughtful suggestions on my group's work I can compare working online with working offline 	<p>To evaluate different ways of working together online:</p> <ul style="list-style-type: none"> I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration <p>End product Science – Forces Link to investigations on pulleys, gears.</p>	
<p>P.E</p> <p>Dodgeball</p> <p>Handball</p>		<p>Dodgeball</p> <p>Handball</p>	<p>Dodgeball</p> <p>Handball</p>	<p>Dodgeball</p> <p>Handball</p>	<p>Dodgeball</p> <p>Handball</p>	<p>Dodgeball</p> <p>Handball</p>	<p>Dodgeball</p> <p>Handball</p>	
<p>R.E</p> <p>Why do some people believe God exists?</p>		<p>To find out about belief in God across the world</p> <p>I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1)</p>	<p>To understand what Christians believe God is like</p> <p>I can outline clearly a Christian understanding of what God is like, using</p>	<p>To explore why people do or do not believe in God</p> <p>Give two reasons why a Christian believes in God and one why an atheist does not (A3)</p>	<p>To consider whether religion and science are opposites</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in</p>	<p>To explore people's lives from a range of religions and the non-religious</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>To find out how believing in God might change how you live</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2)</p>	

Medium Term Plan

		I know the percentage of people in the world, the UK and Manchester believe in God PPT for all half term work	examples and evidence (A2).	Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).	which it can be challenging (B2). Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3)	Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1)	Express thoughtful ideas about the impact of believing in God on someone's life (B1)	
Music	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Languages		Ourselves greetings, how old are you, how are you, numbers, family, colours, celebrations	Ourselves greetings, how old are you, how are you, numbers, family, colours, celebrations	Ourselves greetings, how old are you, how are you, numbers, family, colours, celebrations To create a poster with written phrases about a family member adding adjectives	Celebrations Compare Traditional Stories Story – Share tales in French	Celebrations Compare Traditional Stories Story – Share tales in French	Celebrations Compare Traditional Stories Story – Share tales in French To describe traditional tale characters in French with adjectives and nouns in a sentence	Ourselves
Evaluation/notes:								