

SPRING 1 Medium Term Plan 2024 Year Group 5

Subject	Week 1 4 days	Week 2	Week 3	Week 4	Week 5
English Writing	<p>Recount (Newspaper Blitz) (2 weeks) <u>LO: to identify the features of a newspaper report.</u></p> <p><u>Outcome:</u> Children look at and analyse a newspaper report and the purpose of its features</p> <p><u>LO: to extract factual information accurately.</u></p> <p><u>Outcome:</u> Children will research the Marples Hotel Disaster and extract factual, chronological information.</p> <p><u>LO: to organise important information in paragraphs (plan)</u></p> <p><u>Outcome:</u> Children will create a plan using the research about the Marples Hotel.</p>	<p>Recount (Newspaper Blitz) (2 weeks) <u>LO: to write factually and accurately.</u></p> <p><u>LO: to show the passage of time by using adverbials of time, place and number.</u></p> <p><u>Outcome:</u> Children write, headline and the first two paragraphs of their recount.</p> <p><u>LO: to use dialogue and quotations accurately and effectively.</u></p> <p><u>Outcome:</u> Children write paragraphs 3 and 4 of their recount including accurate use of quotations</p> <p><u>LO: to write using the organisational features of a newspaper report.</u></p> <p><u>Outcome:</u> Children use a computer to type up newspaper report using, photographs, columns and headlines.</p>	<p>Procedural text (Evacuee leaflet) (1 week) <u>LO: to summarise key information from a text</u></p> <p><u>Outcome:</u> pupils look at original leaflet on evacuation and list key information to include in their own version</p> <p><u>LO: to use brackets, dashes or commas to indicate parenthesis</u></p> <p>Add extra info into pre-written paragraph using dashes, commas and brackets.</p> <p><u>LO: to use technical and subject specific vocabulary to plan a leaflet</u></p> <p><u>Outcome:</u> to create a plan including subject specific vocabulary.</p> <p><u>LO: to use modal verbs, parenthesis and subject specific vocabulary to produce a leaflet.</u></p>	<p>Letter (Evacuee writing home) (2 weeks) <u>LO: to be able to identify the features of a letter.</u></p> <p><u>Outcome:</u> Children share real evacuee letters and point out features and themes.</p> <p><u>LO: to accurately use relative pronouns within relative clauses</u></p> <p><u>Outcome:</u> children turn separate information into sentences using relative clauses.</p> <p><u>LO: to organise information into a plan.</u></p> <p><u>Outcome:</u> Children will create a plan focussing on paragraphs – based on Letters from Lighthouse story Olive.</p> <p><u>LO: to write an informal letter using relative clauses</u> <u>Outcome:</u> Children write opening paragraphs of</p>	<p>Letter (Evacuee writing home) (2 weeks) <u>LO: to write an informal letter using relative clauses</u></p> <p><u>Outcome:</u> Children write remaining paragraphs of letter home from Olive to parent.</p> <p><u>LO: to edit and improve my writing</u> <u>LO: to present my writing using consistent joined handwriting</u></p> <p><u>Outcome:</u> Children edit and write-up letters</p> <p>Big Write –</p> <p><u>LO: to write a diary entry using correct tense and first person.</u></p> <p><u>Outcome:</u> Writing a diary entry as an evacuee.</p>

			<u>Outcome:</u> Children will write an evacuation procedural text including appropriate subject specific vocabulary and modal verbs to suggest possibility	letter home from Olive to parent.	
Spelling	water which witch their there they're where were we're	dictionary refer referring accident-prone mother-in-law disastrous prefer preferring sugar-free fine-tune	equipped referred power-driven cross-reference equipment preferred custom-built ex-pupil especially twenty-three	excellent referral bad-tempered re-elect existence transfer transferring fair-haired well-intentioned two-fifths	foreign prefer preference check-in light-green forty transferred free-for-all x-ray exaggerate
Handwriting	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings
Reading	Letters from the Lighthouse VIPERS style questions.	Letters from the Lighthouse VIPERS style questions.	Letters from the Lighthouse VIPERS style questions.	Letters from the Lighthouse VIPERS style questions.	Letters from the Lighthouse VIPERS style questions.
Reading (Additional –Jo H) Each week: Link to weekly spellings Analyse and edit sentence/words. Thesaurus and dictionary use and word learning techniques	VIPERS Vocabulary to intrigue Read text excerpts. Outcome: List words	VIPERS Vocabulary to intrigue Read text excerpts Outcome: Draw words as a poster	VIPERS Vocabulary to intrigue Read text excerpts Outcome: Analyse blurbs and practise using to make predictions.	VIPERS Vocabulary to intrigue Read text excerpts Outcome: Use words to write a blurb for a book to make the reader feel intrigued. Also use skills to summarise	VIPERS In pairs, summarise one text from a selection. Outcome: Children each read their summary and class appraise effectiveness using a checklist.

<p>Maths</p>	<p>Unit 6 Fractions (2)</p> <p>Lesson 1 Add and subtract fractions p148</p> <p>Lesson 2 Add fractions within 1 p151</p> <p>Lesson 3 Add fractions with a total greater than 1 P154</p>	<p>Unit 6 Fractions (2)</p> <p>Lesson 4 Add to a mixed number P157</p> <p>Lesson 5 Add two mixed numbers p160</p> <p>Lesson 6 Subtract fractions within 1 P163</p> <p>Lesson 7 Subtract from a mixed number p166</p>	<p>Unit 6 Fractions (2)</p> <p>Lesson 8 Subtract from a mixed number (breaking the whole) p169</p> <p>Lesson 9 Subtract two mixed numbers p172</p> <p>Lesson 10 Solve fraction problems P175</p> <p>Lesson 11 Solve multi-step fraction problems P178</p> <p><i>Autumn 2 PM tests</i></p>	<p>Unit 7 (BOOK B) Multiplication and Division</p> <p>Lesson 1 Multiply 4 digit by 1 digit p6</p> <p><u>LO: to use long multiplication method</u></p> <p>Intro (NO PM) to long multiplication Practical session using giant calculations in pairs</p> <p>Lesson 3 Multiply 2 digit by 2 digit – long multiplication method p12</p> <p>Lesson 4 Multiply 3 digit by 2 digit p15</p>	<p>Unit 7 (BOOK B) Multiplication and Division</p> <p>Lesson 5 Multiply 4 digit by 2 digit p18</p> <p>Lesson 6 Divide 4 digit by 1 digit (no remainders) p 21</p> <p>Lesson 7 Divide 4 digit by 1 digit (no remainders) p 24</p> <p>Lesson 8 Use written method for division with remainders p27</p>
<p>Calculation</p> <p>5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</p>	<p>Personalised tables</p> <p>Reinforcement of 4 basic operations with increased focus on division</p>	<p>Personalised tables</p> <p>Reinforcement of 4 basic operations with increased focus on division</p>	<p>Personalised tables</p> <p>Reinforcement of 4 basic operations with increased focus on division</p>	<p>Personalised tables</p> <p>Reinforcement of 4 basic operations with increased focus on division</p>	<p>Personalised tables</p> <p>Reinforcement of 4 basic operations with increased focus on division</p>

<p>Science Forces SC5/3</p> <p>NB Continues for 2/3 weeks in HT 4</p>	<p>Cover sheet and mind maps</p> <p>L.O. To identify forces acting on objects. Recap Y3 diagrams and carry out simple push and pull activities. Learn how gravity was discovered. It's a property that we take for granted. Discuss examples of where we see evidence of gravity. Outcome: Discussion and list of examples.</p> <p><i>Experiments that have been concluded to support or disprove ideas.</i></p>		<p>L.O. To explain the force of gravity and its relationship to mass. Learn that weight is caused by gravity, which is a pull force. Compare weight and mass using a force-meter and weighing scales. Discover that if you double the mass, you double the force. https://www.dkfindout.com/uk/science/forces-and-motion/weight-and-mass/ Outcome: Produce a table showing the relationship between mass and weight.</p> <p><i>Take accurate measurements and repeat</i></p>		<p>L.O. To understand how pulleys, gears and levers multiply force in machines Watch videos to see these mechanisms in action. Pulleys https://www.youtube.com/watch?v=IOsXlsc3ljo Beat the World's strongest man Gears https://www.youtube.com/watch?v=cShBIYP6uu0 Levers https://www.youtube.com/watch?v=IOsXlsc3ljo Sci K Outcome: Investigate levers and record (table) the relationship between pivot placement and force needed to lift a weight. (Rulers, pivot weight) <i>Take accurate measurements</i></p>		<p>L.O. To investigate the effects of air resistance https://www.youtube.com/watch?v=Aoy3j9tbOk0&t=72s Aristotle and Galileo theories about falling objects. Observe different objects falling at different rates and discuss the concept of air resistance influencing how objects fall. Explore paper samples to put in order. Outcome: Use trial and error to organise paper samples so they fall in order. Paper cones, cup cases etc <i>Other experiments that have been concluded to ...</i> <i>Plan different kinds of fair experiments.</i> <i>Make predictions</i></p>		<p>(Plus T4 W1) L.O. To combine the theory of air resistance with knowledge of the properties of materials to solve a problem Design and make a parachute to protect an egg. Discuss fair test factors to be recognised. Outcome: Parachute models. <i>Egg chutes will be dropped and effectiveness compared.</i> <i>Diagram</i> <i>Results table and conclusion statement – to be used following week in a recommendation (written report) to a toy parachute company.</i> <i>Explain how to control variables in experiments.</i></p> <p><i>Record data- class table</i> <i>Diagram</i> <i>Written report</i></p>	
<p>Science skills coverage this term</p>	<p>Plan different kinds of fair experiments</p>	<p>Explain how to control variables in experiments</p>	<p>Take accurate measurements using a variety of different scientific equipment</p>	<p>Explain why it is important to take repeated measurements</p>	<p>Record data using tables, labelled scientific diagrams <i>Classification keys.</i> <i>Bar graphs.</i> <i>Line graphs.</i></p>	<p>Make predictions about how other experiments will work based on results</p>	<p>Present findings in written report with an introduction, conclusion and results</p>	<p>Present findings in an oral presentation with an introduction, conclusion and results.</p>	<p>Explain how other experiments that have been concluded to support or disprove ideas</p>	

Art & design					
<p>Computing Links: History Continued... 1.5 How do we collaborate online? Communicating: Text and images</p> <p>2.5 How do I communicate information using audio effectively? Multimedia</p> <p>Appraise, plan and design content of/for a radio advert or podcast. (Continued next half term)</p>	<p>1.5 <u>L.O. To know how to create and link information to appeal to others</u></p> <p>OUTCOME: Create webpage continue -</p> <p>Add hyperlinks to other relevant information.</p> <p>1.5 <u>L.O. To be able to evaluate and edit according to feedback.</u></p> <p>Comment on other groups' work in relation to the features identified learned.</p> <p>OUTCOME: Adapt work according to feedback</p>	<p>2.5 <u>L.O: To explore the criteria that make a successful advert</u></p> <p>Listen to existing radio adverts or podcasts and identify key features – what makes a good one? What other criteria do we have to take into account, e.g. audience, purpose? Outcome: Make a list of criteria for a successful advert/podcast</p> <p>https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zyb72hv</p>	<p>2.5 <u>L.O. To become familiar with audio recording software.</u></p> <p>Explore audio editing software. Practise recording audio into the software, and moving and deleting clips. Practise trimming clips to remove unwanted audio, and add sound effects and music on new layers. Discuss where to find copyright free sound effects and music.</p> <p>Outcome: Children sample Audacity</p>	<p>2.5 <u>L.O. To review the quality of the audio</u></p> <p>Review trial attempts Consider how could it be improved (e.g. speak clearly, slowly, make sure sound effects don't drown out speech).</p> <p>Outcome: Children produce sample recordings and analyse quality of output</p> <p>Vocab: Sound Text Image Video File Record Play Stop Pause Media Trim Podcast Narration Clip Soundtrack Sound effect Loop</p>	<p>None</p>

<p>Design & technology https://www.foodafactoflife.org.uk/7-11-years/activity-packs-7-11-years/bread-activity-pack-7-11-years/</p>	<p>No lesson</p>	<p><u>L.O.: To understand the history of bread-making</u></p> <p>Outcome: Produce poster showing types of bread and related facts</p> <p><u>L.O.: To imagine a world without flour</u></p> <p>Outcome: Research other products made from flour – intro to free from products / taste test (which is the free from)</p>	<p><u>L.O.: To examine the bread making process</u></p> <p>Outcome: Children are aware of the basic steps in bread production</p>	<p><u>L.O.: To choose suitable sandwich ingredients</u></p> <p>Outcome: Sample ingredients and choose those for inclusion in a sandwich</p> <p>Make a sandwich!</p>	<p><u>L.O.: To make a loaf of bread</u></p> <p>Outcome: Children have made a small loaf / roll</p> <p>**This needs most of the day**</p>
<p>Geography</p>		<p>Northern Ireland</p> <p><i>LO: to be able identify important locations and features of Northern Ireland.</i></p> <p>Outcome: Children will research a location in groups and present their information to the rest of the class. Then a class map will be made.</p>	<p>Northern Ireland</p> <p>LO: to be able to identify the changes in modern day Northern Ireland and their causes.</p> <p>Outcome: Children will compare changes in topographical features and human characteristics pre and post WW2.</p>	<p>Covered in history with links to evacuation, counties and cities.</p> <p>LO: to be able to identify UK counties and their characteristics.</p>	
<p>History</p>	<p><u>2 lessons – intro to WWII</u></p> <p><u>Causes and Chronology of WWII</u></p> <p><u>LO: To be able to understand and order the events</u></p>	<p><u>Sheffield Blitz</u></p> <p><u>LO: To understand how Britain was impacted by the Blitz and how the public prepared for it.</u></p> <p><u>Outcome: to look at different air raid shelters and make an</u></p>	<p><u>Evacuation</u></p> <p><u>LO: to understand the purpose of evacuation from cities to the countryside.</u></p> <p><u>LO: to be able to empathise with evacuees.</u></p>	<p><u>Battle of Britain</u></p> <p><u>LO: to understand the importance of the Battle of Britain and its impact on WW2.</u></p> <p><u>LO: to be able to understand different</u></p>	<p><u>VE Day Celebration</u></p> <p><u>LO: to be able to understand the significance of VE day and why it was celebrated.</u></p> <p><u>Outcome: Look at the events leading to the</u></p>

	<p><u>chronologically that lead to the start of WWII</u></p> <p><u>Outcome:</u> to discuss events and order them chronologically on a timeline.</p> <p>Links to the end of the Victorian Era.</p> <p><u>Sheffield Blitz</u></p> <p><u>LO: To be able to understand what the Blitz was and how it impacted Sheffield.</u></p> <p><u>Outcome:</u> to make a map of Sheffield showing the where bombs fell during the Blitz. Look at local buildings that were damaged/altered.</p>	advertisement for the public.	<p><u>Outcome:</u> to look at data of local evacuation from Sheffield and where they were evacuated to.</p> <p>Link to Geography: counties and natural features.</p>	<p><u>perspectives and how this can impact validity.</u></p> <p><u>Outcome:</u> to analyse first person accounts and interviews from pilots and observers from the axis and allies.</p>	<p>end of WW2. Investigate how VE Day was celebrated in 1945 and why it was commemorated in 2020.</p>
MFL	<p>16: Dates, birthdays and days</p> <p>Revise numbers 1-31 and months. Learn how to understand and say and write dates. Learn about birthday traditions in France and name days.</p>	17: Personal descriptions		18: Personal descriptions 2	
	<p>Revise parts of the face and adjectival agreements. Be able to understand and describe hair colour and type. Be able to understand and describe eye colour.</p>			<p>Revise parts of the face and adjectival agreements. Be able to understand and describe size. Be able to pronounce words with the 'r' sound accurately.</p>	
PE - Indoor	<p>Indoor: Dance (WWII)</p> <p>Imoves scheme of work:</p>	<p>Indoor: Dance (WWII)</p> <p>Imoves scheme of work:</p>	<p>Indoor: Dance (WWII)</p> <p>Imoves scheme of work:</p>	<p>Indoor: Dance (WWII)</p> <p>Imoves scheme of work:</p>	<p>Indoor: Dance (WWII)</p> <p>Imoves scheme of work:</p>

	<p>Lesson 1: <u>L.O: to perform basic movement to music</u></p> <p><u>L.O: to build a simple themed dance – world war 2</u></p> <p>Allies and Axis nations link</p>	<p>Lesson 2: <u>L.O: to perform basic movement to music</u></p> <p><u>L.O: to build a simple themed dance – world war 2</u></p> <p>Battle of Britain link</p>	<p>Lesson 3: <u>L.O: to perform basic movement to music</u></p> <p><u>L.O: to build a simple themed dance – world war 2</u></p> <p>DDay landings link</p>	<p>Lesson 4: <u>L.O: to perform basic movement to music</u></p> <p><u>L.O: to build a simple themed dance – world war 2</u></p> <p>Celebration WW2 - Jive</p>	<p>Lesson 4 (second part): <u>L.O: to perform basic movement to music</u></p> <p><u>L.O: to build a simple themed dance – world war 2</u></p> <p>Celebration WW2 - Jive</p>
<p>PE (outdoor) Personal Challenge (Stamina/cross country)</p> <p>Warm up/down and heart monitoring each session</p> <p>NB Need personal record sheets</p>	<p><u>L.O: to know how to run at appropriate pace</u> Discuss running speeds Children sprint, jog over various distances. Identify pace they can maintain. Stress this is PERSONAL challenge – not competitive. Outcome: Use pursuit activity – two teams at different locations and try to catch each other</p>	<p><u>L.O: to be able to set a personal stamina challenge</u> Review work from last week. Anticipate personal success based on a personal review. Outcome: Use appropriate pace to run as many laps as possible of yard – record personal distance</p>	<p><u>L.O: To run at an appropriate pace</u> Review Stamina training - intervals, different actions (star jumps, skips, jog etc) Outcome: Personal records made for each element – (smile face) and number of laps</p>	<p><u>L.O: to know how to compare performance with previous</u> Review performance and repeat each element Outcome: Each activity recorded and compared to last attempt. Progress discussed.</p>	<p><u>L.O: to apply training to run at appropriate pace in a cross country environment</u> Review records of performance and change. Outcome: Use pace to run across different ground-types including: tarmac, concrete and grass</p> <p>*Use UMIX field*</p>
<p>RE</p>	<p><u>L.O.: To investigate mosques, symbols and practises of Islam.</u></p> <p>Outcome: Children complete a page for an information booklet “Worship in Sheffield”</p> <p>https://en.wikipedia.org/wiki/Madina_Mosque_(Sheffield)</p> <p>https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg</p>	<p><u>L.O.: To investigate synagogues , symbols and practises of Judaism</u></p> <p>Outcome: Children complete a page for an information booklet “Worship in Sheffield”</p> <p>https://www.bbc.co.uk/bitesize/clips/z834wmn</p> <p>http://www.jewishsheffield.org.uk/</p>	<p><u>L.O.: To investigate churches, symbols and practises of Christianity.</u></p> <p>Outcome: Children complete a page for an information booklet “Worship in Sheffield”</p> <p>https://www.fulwoodchurch.co.uk/</p> <p>https://www.bbc.co.uk/bitesize/clips/zy6sb9q</p>	<p><u>L.O.: To investigate mandirs, symbols and practises of Hinduism.</u></p> <p>Outcome: Children complete a page for an information booklet “Worship in Sheffield”</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39</p>	<p><u>L.O.: To investigate viharas, symbols and practises of Buddhism.</u></p> <p>Outcome: Children complete a page for an information booklet “Worship in Sheffield”</p> <p>https://www.bbc.co.uk/bitesize/guides/zq8qn39/revision/2</p> <p>https://www.sheffieldbuddhistcentre.org/</p>

	https://www.bbc.co.uk/teach/classes-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7		https://www.bbc.co.uk/teach/classes-clips-video/religious-studies-ks2-christian-worship/zjv92p	https://www.bbc.co.uk/bitesize/guides/zmqmsg/revision/3 http://hmaccs.co.uk/	
RSHE	<p>C5a) Why is money important?</p> <p><u>L.O: To understand that not everyone has the same access to money and employment across the world</u> PSHE KS1/KS2: What's fair? - BBC Teach</p> <p>Outcome: Discussion about poverty, equality and fairness</p>	<p>C5b) How should I spend my money?</p> <p><u>L.O: To identify the ways that money affects their lives</u></p> <p>Outcome: Children research the cost of different activities</p>	<p>P5) Where should I get my health information</p> <p>L.O.: <u>To understand that not all information is accurate, even if it appears to be</u></p> <p>- <u>Know where to find accurate sources of health information</u></p> <p>Outcome: Children compare and research articles to decide if they contain accurate information</p>	<p>P1) Is there such a thing as the perfect body?</p> <p>L.O.: <u>To analyse representations of beauty in the media</u></p> <p>- <u>Understand that the images we see in the media affect the way we see and judge ourselves and others</u></p> <p>Outcome: Children sort images into real and altered</p>	
Music	Ukulele Music Lessons provided by Sheffield Music Service (Y5EB)				