

SPRING 1 Medium Term Plan 2022 Year Group 5

Subject	Week 1 3 days	Week 2	Week 3	Week 4	Week 5	Week 6
<p>English</p> <p>Links: Letters from the Lighthouse, WW2, Sheffield, Blitz, London</p>	<p>Vocab / Description of Blitz scene (Letters from the Lighthouse, WW2, Blitz, London) (1 week)</p> <p><i>LO: to be able to choose appropriate adjectives to suit intensity.</i></p> <p><u>Outcome: Children create mind maps of ideas based on Blitz stimulus to use in writing.</u></p> <p><i>LO: to be able to write using expanded noun and prepositional phrases.</i></p> <p><u>Outcome: Children write a description of the Blitz based on the senses using mind map.</u></p>	<p>Recount (Newspaper Blitz) (2 weeks)</p> <p><i>LO: to be able to identify the features of a newspaper report.</i></p> <p><u>Outcome: Children look at and analyse a newspaper report and the purpose of its features</u></p> <p><i>LO: to be able to extract factual information accurately.</i></p> <p><u>Outcome: Children will research the Marples Hotel Disaster and extract factual, chronological information.</u></p> <p><i>LO: to be able to organise important information into a useful plan format.</i></p>	<p>Recount (Newspaper Blitz) (2 weeks)</p> <p><i>LO: to be able to write factually and accurately.</i></p> <p><i>LO: to be able to show the passage of time by using adverbials of time, place and number.</i></p> <p><u>Outcome: Children write, headline and the first two paragraphs of their recount.</u></p> <p><i>LO: to be use dialogue and quotations accurately and effectively.</i></p> <p><u>Outcome: Children write paragraphs 3 and 4 of their recount.</u></p> <p><i>LO: to be able to write using the</i></p>	<p>Procedural text (Evacuee leaflet) (1 week)</p> <p><i>LO: to be able to use brackets, dashes or commas to indicate parenthesis</i></p> <p><i>LO: to be able to write formally.</i></p> <p><u>Outcome: Children will edit text to include parenthesis and formal language.</u></p> <p><i>LO: to be able to identify and use subject specific vocabulary.</i></p> <p><i>LO: to be able to effectively create a plan for writing.</i></p> <p><u>Outcome: to create a plan including subject specific vocabulary.</u></p> <p><i>LO: to be able to write accurately</i></p>	<p>Letter (Evacuee writing home) (2 weeks)</p> <p><i>LO: to be able to identify the features of a letter.</i></p> <p><u>Outcome: Children share real evacuee letters and point out features and themes.</u></p> <p><i>LO: to be able to write use conjunctions to join and extend ideas.</i></p> <p><u>Outcome: Children will extend sentences and join them together using conjunctions.</u></p> <p><i>LO: to be able to organise information into a plan.</i></p> <p><u>Outcome: Children will create a plan focussing on</u></p>	<p>Letter (Evacuee writing home) (2 weeks)</p> <p><i>LO: to be able to write using paragraphs to group ideas.</i></p> <p><u>Outcome: Children will write an evacuee letter home.</u></p> <p><i>LO: to be able to add extra information using conjunctions.</i></p> <p><u>Outcome: Children will be edit letter and add extra information/join together sentences using several conjunctions.</u></p> <p>Big Write – Writing a diary entry as an evacuee.</p>

<p>Maths</p>	<p>Unit 6 Area & perimeter</p> <p>Lessons 1 Find the perimeter of rectilinear shapes through measurement in centimetres</p> <p>Lesson 2 Calculate the perimeter of rectilinear shapes in centimetres and metres</p> <p>Lesson 3 Apply their knowledge of perimeter to solve problems</p>	<p>Lesson 4 Consolidate their knowledge of the area of rectangles</p> <p>Lesson 5 Explore the relationship between a rectangle's length and width</p> <p>Lessons 6 Compare the area of rectangles (including squares)</p> <p>Lesson 7 Apply their knowledge of area to estimate the area of irregular shapes</p>	<p>Unit 7: Multiplication and division (2)</p> <p>Lesson 1 To reinforce prior knowledge of column multiplication.</p> <p>Lesson 2 To multiply pairs of 2-digit numbers by partitioning.</p> <p>Lesson 3 To multiply 2-digit numbers by partitioning the numbers in different ways.</p> <p>Lesson 4 To multiply pairs of 2-digit numbers using short multiplication.</p>	<p>Lesson 5 To multiply a 3-digit number by a 2-digit number.</p> <p>Lesson 6 To multiply a 4-digit number by a 2-digit number.</p> <p>Lesson 7 To divide numbers with up to 4 digits by a 1-digit number</p> <p>Lesson 8 To divide numbers with up to 4 digits by a 1-digit number using short division.</p>	<p>Lesson 9 To divide numbers with up to 4 digits by a 1-digit number using short division.</p> <p>Lesson 10 To interpret what the remainder will be when dividing by a 1-digit number.</p> <p>Lesson 11 To solve problems with more than one step.</p> <p>Unit 8: Fractions(1)</p> <p>Lesson 1 To develop their understanding of equivalent fractions.</p>	<p>Lesson 2 To recognise mixed number fractions.</p> <p>Lesson 3 To recognise mixed numbers.</p> <p>Lesson 4 To count and complete ascending and descending number sequences.</p> <p>Lesson 5 To compare fractions and order them based on their size.</p>
<p>Calculation 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>Personalised tables</p> <p>Reinforcement of 4 basic operations with increased focus on division</p>

Science	<p>L.O.: To identify forces acting on objects.</p> <p>Outcome: Label diagrams as push or pull</p>	<p>L.O.: To explore the effect gravity has on objects and how gravity was discovered.</p> <p>Outcome: Compare weight and mass using a force-meter</p>	<p>L.O.: To investigate the effects of air resistance</p> <p>Outcome: Investigate the best design for a parachute.</p>	<p>L.O.: To explore the effects of water resistance.</p> <p>Outcome: Design a boat with the least drag</p>	<p>L.O.: To investigate the effects of friction.</p> <p>Outcome: Design and test a toy vehicle brake pad</p>	<p>L.O.: To explore and design mechanisms.</p> <p>Outcome: Draw a design for a marvellous mechanism</p>
Art & design						
Computing	<p>L.O.: To listen to existing radio adverts or podcasts and identify key features</p> <p>Outcome: Children have listened to and analysed a range of radio adverts</p> <p>https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zyb72hv</p> <p>https://content.comunicorpuk.com/article/radio-advert-examples</p>	<p>L.O.: To explore audio editing software.</p> <p>Outcome: Children have sampled Audacity</p>	<p>L.O.: To review the quality of the audio</p> <p>Outcome: Children produce sample recordings and analyse quality of output</p>	<p>L.O.: To plan, script and rehearse a radio advert or podcast.</p> <p>Outcome: Children have written a 30 second script for a radio ad.</p> <p>Titanic</p> <p>https://soundbible.com/</p>	<p>L.O.: To record and peer review with reference to success criteria.</p> <p>Outcome: Children have recorded an audio ad with sound effects.</p>	<p>L.O.: To record and peer review with reference to success criteria. (If needed)</p> <p>Outcome: Children have recorded an audio ad with sound effects.</p>
Design & technology https://www.foodafactoflife.org.uk/7-11-years/activity-	<p>L.O.: To understand the history of bread-making</p>	<p>L.O.: To imagine a world without flour</p> <p>Outcome: Research other</p>	<p>L.O.: To examine the bread making process</p>	<p>L.O.: To choose suitable sandwich ingredients</p>	<p>L.O.: To make a loaf of bread</p>	<p>L.O.: To analyse / evaluate made bread product</p>

packs-7-11-years/bread-activity-pack-7-11-years/	Outcome: Produce poster showing types of bread and related facts	products made from flour	Outcome: Children are aware of the basic steps in bread production	Outcome: Sample ingredients and choose those for inclusion in a sandwich	Outcome: Children have made a small loaf / roll	Outcome: Children can say what they like / dislike about their product
Geography	Covered in PE: orienteering. LO: to be able to design an accurate map using symbols and a key.	Northern Ireland <i>LO: to be able identify important locations and features of Northern Ireland.</i> 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.	Northern Ireland LO: to be able to identify the changes in modern day Northern Ireland and their causes. Outcome: Children will compare changes in topographical features and human characteristics pre and post WW2.	Covered in history with links to evacuation, counties and cities. LO: to be able to identify UK counties and their characteristics.		
History Writing (Evacuees, Blitz) Comprehension (Letters from the Lighthouse)	<u>Causes and Chronology of WWII</u> LO: To be able to understand and order the events chronologically that lead to the start of WWII <u>Outcome: to discuss events and order them chronologically on a timeline.</u>	<u>Sheffield Blitz</u> LO: To be able to understand what the Blitz was and how it impacted Sheffield. <u>Outcome: to make a map of Sheffield showing the where bombs fell during the Blitz. Look at local buildings</u>	<u>Sheffield Blitz</u> LO: To understand how Britain was impacted by the Blitz and how the public prepared for it. <u>Outcome: to look at different air raid shelters and make an advertisement for the public.</u>	<u>Evacuation</u> LO: to understand the purpose of evacuation from cities to the countryside. LO: to be able to empathise with evacuees. <u>Outcome: to look at data of local evacuation from</u>	<u>Battle of Britain</u> LO: to understand the importance of the Battle of Britain and its impact on WW2. LO: to be able to understand different perspectives and how this can impact validity.	<u>VE Day Celebration</u> LO: to be able to understand the significance of VE day and why it was celebrated. <u>Outcome: Look at the events leading to the end of WW2. Investigate how VE Day was celebrated in</u>

	Links to the end of the Victorian Era.	<u>that were damaged/altere</u> .		<u>Sheffield and where they were evacuated to.</u> Link to Geography: counties and natural features.	<u>Outcome: to analyse first person accounts and interviews from pilots and observers from the axis and allies.</u>	<u>1945 and why it was commemorated in 2020.</u>
MFL All lessons follow the iLanguages French MFL scheme of work	11: Opinions about food Give opinions with reasons about food. Develop reading strategies to work out the meaning of new words. Learn a poem.	12: Goldilocks story Give opinions with reasons about food. Take part in a conversation asking for and giving opinions about different foods. Read and interact with a traditional fairy tale.	13: Shopping for food and pronunciation Read and act out a traditional tale. Revise 'je voudrais' and use it with different food items. Pronounce words with the 'e' sound.	14: Numbers 1-15 revision and months Revise food items and numbers 1-15. Learn words for months. Pronounce words with the 'an' sound.	15: Numbers 1-31 and French maths Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including division and multiplication.	
PE	L.O.: To participate in team problem solving activities Outcome: Children work together to solve problems Cross the swamp Diffuse the bomb	L.O.: To participate in team problem solving activities Outcome: Children work together to solve problems Cross the swamp Diffuse the bomb	L.O.: To follow route on map to collect clues Outcome: Children can set a map and follow directions on it (Class based)	L.O.: To follow route on map to collect clues Outcome: Children can set a map and follow directions on it (Playground based)	L.O.: To follow route on map to collect clues Outcome: Children can set a map and follow directions on it (Playground based - timed)	L.O.: To follow route on map to collect clues Outcome: Children can set a map and follow directions on it (Lowfield/Umix grounds based)

	Vest swap	Vest swap				
	Walk the plank	Walk the plank				
PE	L.O.: To perform a balance with a partner Outcome: Children perform counter balance and counter tension positions	L.O.: To perform a headstand Outcome: Children perform a headstand on the floor with or without legs extended	L.O.: To move in different ways Outcome: Children mirror each other moving in different styles	L.O.: To do a forward roll Outcome: Children perform forward rolls on the floor, progressing to on a bench	L.O.: To create a gymnastics routine Outcome: Children work in small groups to produce a routine with previously learnt skills	Interclass competition
RE	L.O.: To investigate mosques, symbols and practises of Islam. Outcome: Children complete a page for an information booklet "Worship in Sheffield" https://en.wikipedia.org/wiki/Madina_Mosque_(Sheffield) https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7	L.O.: To investigate synagogues, symbols and practises of Judaism Outcome: Children complete a page for an information booklet "Worship in Sheffield" https://www.bbc.co.uk/bitesize/clips/z834wmn http://www.jewishsheffield.org.uk/	L.O.: To investigate churches, symbols and practises of Christianity. Outcome: Children complete a page for an information booklet "Worship in Sheffield" https://www.fulwoodchurch.co.uk/ https://www.bbc.co.uk/bitesize/clips/zy6sb9q https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p	L.O.: To investigate mandirs, symbols and practises of Hinduism. Outcome: Children complete a page for an information booklet "Worship in Sheffield" https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39 https://www.bbc.co.uk/bitesize/guides/zjmqmsg/revision/3 http://hmaccs.co.uk/	L.O.: To investigate viharas, symbols and practises of Buddhism. Outcome: Children complete a page for an information booklet "Worship in Sheffield" https://www.bbc.co.uk/bitesize/guides/zq8qn39/revision/2 https://www.sheffieldbuddhistcentre.org/	L.O.: To investigate gurdwaras, symbols and practises of Sikhism. Outcome: Children complete a page for an information booklet "Worship in Sheffield" https://www.bbc.co.uk/bitesize/guides/zm848mn/revision/1 https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-gurdwara/z4qc8xs http://sikhtemplesheffield.co.uk/

<p>RSHE</p>	<p>P5) Where should I get my health information</p> <p>L.O.: To understand that not all information is accurate, even if it appears to be - Know where to find accurate sources of health information</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? L.O.: To analyse representations of beauty in the media - Understand that the images we see in the media affect the way we see and judge ourselves and others</p> <p>Outcome: Children sort images into real and altered</p>			
<p>Music</p>	<p>Music Lessons provided by Sheffield Music Service (Y5AM only)</p>					