

SPRING 2 Medium Term Plan 2024 Year Group 5

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)
English Writing	<p>Letter (Evacuee writing home)</p> <p><u>LO: to write an informal letter using relative clauses</u> Outcome: Children write opening paragraphs of letter home from Olive to parent.</p> <p><u>LO: to write an informal letter using relative clauses</u></p> <p>Outcome: Children write remaining paragraphs of letter home from Olive to parent.</p> <p>Big Write – Diary Plan: <u>LO: organise ideas in paragraphs</u></p> <p>Outcome: ch plan main points of leaving home as evacuee, finding new family, settling in</p>	<p>Anne Frank Biography</p> <p><u>LO: to understand and use technical and subject specific vocabulary</u></p> <p>Outcome: children discuss events and learn specific vocabulary linked to the experience of Jews during WW2: Anne Frank's story.</p> <p><u>LO: to identify features of a biography</u></p> <p>Outcome: Ch highlight features on biography text and label</p> <p><u>LO: to research and make notes x 2</u></p> <p>Outcome: Children use chrome books and texts to make notes on Anne Frank. Organised using planning sheet</p>	<p>Anne Frank Biography</p> <p><u>LO: to write a biography using relative clauses</u></p> <p>Outcome: introduction and early life section written using relative clauses</p> <p><u>LO: to write a biography using adverbials of time</u></p> <p>Outcome: In hiding section written using adverbials of time</p> <p><u>LO: to write a biography using reported speech accurately</u></p> <p>Outcome: Captured and About Anne's Diary section written using appropriate reported speech</p>	<p>Historical Fiction – Narrative (time travel decades)</p> <p>Assessment</p> <p><u>LO: to identify features of a narrative</u></p> <p>Outcome: ch look at section of narrative piece and label features</p> <p><u>LO: to plan a story using a story mountain structure x 2</u></p> <p>Outcome: create a story board plan for time travel narrative (section for picture and notes)</p> <p>(Reading and Grammar assessments)</p>	<p>Historical Fiction – Narrative (time travel decades)</p> <p><u>LO: to write a narrative including expanded noun phrases to describe</u></p> <p>Outcome: Opening of narrative story – describing Lowfield school setting including noun phrases (ch to use checklist for writing)</p> <p><u>LO: to write a narrative including similes and metaphors to describe</u></p> <p>Outcome: ch write Build-up of narrative story – discovery of time portal including similes/metaphors language</p>	<p>Historical Fiction – Narrative (time travel decades)</p> <p><u>LO: to write a narrative including accurately punctuated speech</u></p> <p>Outcome: Write resolution of narrative story – including speech and actions planned previously</p> <p><u>LO: to write a narrative including accurate past tense</u></p> <p>Outcome: Write resolution of narrative story – including speech and actions planned previously</p> <p><u>LO: to edit and improve my writing</u></p> <p>Outcome: Ch edit to check for correct spelling on Y3/4/5 core spellings</p>

	<p>Write: <u>LO: to write a diary entry using correct tense and first person.</u></p> <p>Outcome: Writing a diary entry as an evacuee.</p>		<p><u>LO: to edit and improve my writing</u></p> <p><u>Outcome:</u> Pupils blue-pen their work to make corrections focussing on Y5 writing targets</p>		<p><u>LO: to write direct speech that matches actions</u> <u>LO: to use dialect to create a character</u></p> <p><u>Outcome:</u> ch complete speech sheet planning conversations between characters to use in story. Include local dialect to create character</p> <p><u>LO: to write a narrative including fronted adverbials</u></p> <p><u>Outcome:</u> ch write dilemma of narrative story – arriving at VE Day 1945. Including fronted adverbials to describe how, where, when, why, actions occur</p>	<p>Select sentence to improve using Y5 writing checklist</p>
Spelling	accommodate accompany according achieve delicious infectious artificial ambitious cautious	aggressive amateur ancient apparent atrocious conscientious initial facial precious	appreciate attached available average celestial material racial trivial gracious	awkward bargain bruise category social influential superficial residential special	accommodate accompany according achieve repetitious precocious antibacterial artificial scrumptious	aggressive amateur ancient apparent spacious superstitious initial facial suspicious

	commercial	essential	memorial	nutritious	pugnacious	palatial
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	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.	Letters from the Lighthouse VIPERS style questions.
Maths	<p>Unit 7 - Division</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>Lesson 10* Use multiplication and division to solve problems with more than one step – pg 33</p>	<p>Unit 8 – Fractions</p> <p>Lesson 1 Multiply unit fraction by a whole number (integer) p39</p> <p>Lesson 2 Multiply non- unit fraction by a whole number (integer) P42</p> <p>Lesson 3 Multiply a mixed number by a whole number (integer) p45</p> <p>Lesson 4 Multiply a mixed number by a whole number (integer) p48</p>	<p>Unit 8 – Fractions</p> <p>Lesson 5 Find a fraction of an amount p51</p> <p>Lesson 6 Find a non-unit fraction of an amount and use the inverse p 54</p> <p>Lesson 7 Find a fraction of an amount (recognising a fraction as an operator) p57</p> <p>End of Unit check - Unit 8</p>	<p>Assessment Week</p> <p>Revision session Unit 7/8</p> <p>Spring 1 assessment reasoning</p> <p>Spring 1 assessment arithmetic</p>	<p>Unit 11 – Graphs and Tables</p> <p>Lesson 1 Draw line graphs p136</p> <p>Lesson 2 Read and interpret line graphs p139</p> <p>Lesson 3 Read and interpret line graphs p142</p> <p>Lesson 4 Read and interpret tables p145</p>	<p>Unit 11 – Graphs and Tables</p> <p>Lesson 5 Read and interpret tables and sorting diagrams p148</p> <p>Lesson 6 Read and interpret timetables p151</p> <p>NOT PM LO: to solve problems involving timetables <u>Outcome:</u> Pupils answer real-life questions using local bus timetables</p> <p>End of unit check: (in pupil book p154 and second option on PM site)</p>

Calculation	Place value – introducing tenths Personalised tables	Place value – introducing hundredths Personalised tables	Place value – introducing thousandths (Power Maths works to thousandths) Personalised tables	Reinforcement of 4 basic operations (including decimals) Personalised tables	Reinforcement of 4 basic operations (including decimals) Personalised tables	Reinforcement of 4 basic operations (including decimals) Personalised tables
Science Earth and Space	Concept map and cover sheet <u>L.O. To explain solar and lunar eclipses</u> Know the relationship between the positions of the sun, earth and moon. Understand the term satellite. Describe the lunar phases. Be aware of why we have lunar and solar eclipses Outcome: A labelled diagram of the lunar phases https://www.youtube.com/watch?v=le2WRrxdPs https://www.slideshare.net/AbhayShukla5/moon-phases-for-kids	<u>L.O. To understand what the solar system is</u> Objects in the solar system What are planets? What are moons? What are meteoroids, meteors and meteorites? https://ares.jsc.nasa.gov/meteorite-falls/events/ Outcome: Research and report on an incident of a meteoroid Tunguska explosion, Russia 1908 https://www.google.com/search?q=tunguska+explosion&og=Tungus&gs_lcrp=EgZiaHJvbWUgBwqFEAAyQAQyCqgAEAAyQMYgAQyCqgBEAAyQMYgAQyCqgCEEUYORiABDIHCAMQLhiABDIHCAQQABiABDIHCAUQABiABDIHCAYQABiABDIHCAcQABiABDIHCAqQLhiABDIHCAKQLhi	<u>L.O. To understand how planets in our solar system differ.</u> 8 planet mnemonic Inner rocky planets Outer gas planets Know why the geometric model was replaced by the heliocentric model of the solar system (Copernicus, Galileo) Outcome: Information table Given diagram labelled and completed <i>Labelled scientific diagrams.</i>	<u>L.O. To explain stars and star constellations</u> Sun How are stars formed? Hoop model used to understand the perspective of distances between stars being distorted. Know the importance of the invention of the telescope Outcome: True/false statements Draw diagrams of their favourite constellations. (folded paper presentation) <i>Labelled scientific diagrams.</i>	<u>L.O. To know what we mean by the universe and know what it is made from</u> Galaxy Milky Way Big Bang Theory Science week question: Consider: ‘What if there were two suns?’ https://explorify.uk/en/activities/what-if-there-were-two-suns Outcome Explore the effect on shadows with 2 torches. Discussion on the possible impact of 2 suns – supported by group ‘bullseye’ mats to consider the severity of	No lesson

	<p>Use the internet to compare the time of day at different places on earth. (Record 2 in the Northern Hemisphere, 2 in the Southern hemisphere and 2 on the equator – to reinforce geographical location knowledge.)</p> <p>https://www.timeanddate.com/worldclock/</p> <p><i>Labelled scientific diagrams.</i></p>	<p>ABNIBCTE2OTc0ajBqNKgCALA CAA&sourceid=chrome&ie=UTF-8&safe=active&ssui=on</p> <p><i>Present research in a written report</i></p>			<p>consequences – positive/negative.</p> <p><i>Present findings in an oral presentation with an introduction, conclusion and results.</i></p> <p>Concept map and cover sheet</p>	
Art & design	<p>Sketching and Pencil Drawing</p> <p>LO: to use different sketching pencils to create a variety of tones and line</p> <p>Outcome: use sketching pencils, pressure and angle to create lines with different tones</p>	<p>Sketching and Pencil Drawing</p> <p>LO: to use different sketching pencils to create a variety of textures</p> <p>Outcome: Complete sheet testing out different textures</p>	<p>Sketching and Pencil Drawing</p> <p>LO: to use different sketching pencils to create shadows and depth</p> <p>Outcome: Complete circles sheet using shadow to create spherical shape</p>	<p>Sketching and Pencil Drawing</p> <p><u>LO: to use a range of line and texture</u></p> <p><u>Outcome: add line and texture to blank image of St Paul's Cathedral</u></p> <p><u>St Paul's image – traced onto paper. Pupils add details on building and bombing / cloud details</u></p>	<p>Sketching and Pencil Drawing</p> <p><u>LO: to use a range of shadow and depth</u></p> <p><u>Outcome: shading to create shadow and depth to image of St Paul's Cathedral previously started</u></p>	<p>Sketching and Pencil Drawing</p> <p><u>LO: to use a range of sketching techniques to create their own drawing</u></p> <p><u>Outcome: ch create image linked to their narrative (Time travel story)</u></p>
Computing 2.5 How do I communicate	<u>L.O. To review the quality of the audio</u>	<u>L.O. To apply learning to plan audio for a purpose</u>	<u>L.O. To refine effectiveness of an audio script</u>	<u>L.O. To record and edit audio</u>	<u>L.O. To know how to effectively and respectfully</u>	<u>No lesson</u>

<p>information using audio effectively? Multimedia Plan and design content for a radio advert or podcast. Software: AudioMass</p> <p><u>Vocab:</u> Sound Text Image Video File Record Play Stop Pause Media Trim Podcast Narration Clip Soundtrack Sound effect Loop</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>Theme – Evacuation</p> <p>Plan, script and rehearse a radio advert to persuade families to evacuate their children during WW11</p> <p>Outcome: A first written draft of a 30 second script for a radio ad.</p> <p>https://soundbible.com/ (may use)</p>	<p>Theme – Evacuation</p> <p>Edit adverts and rehearse. Consider desired sound effects they want to add.</p> <p>Outcome: An edited 30 second script for a radio ad – orally rehearsed and shared</p>	<p>In turn, record audio. Add sound effects.</p> <p>Outcome: Recorded radio ad</p>	<p><u>offer compliments and critique to others</u></p> <p>Understand the set of criteria. Know how to listen for key features. Practise delivering and accepting compliments and suggestions.</p> <p>Outcome: Peer review using set of given criteria</p>	
<p>Design & technology</p>						
<p>Geography</p>	<p><u>Map Skills</u></p> <p><i>(Changed to match orienteering in PE)</i></p> <p><i>LO: to be able to draw a scale map using a key.</i></p> <p><u>Outcome:</u> children to draw a map of the school yard and create a key</p>	<p><u>World Countries</u></p> <p><i>LO: to be able to identify significant countries from all continents and their characteristics.</i></p> <p><u>Outcome:</u> to identify previously taught countries, significant WW2</p>	<p><u>World Countries</u></p> <p><i>LO: to be able to identify significant countries and their capital cities.</i></p> <p><i>LO: to be able to identify the difference between countries, cities and counties.</i></p>	<p>No Geography</p>	<p>No Geography</p>	<p>No Geography</p>

	for equipment. (Linked to orienteering.)	countries, and countries of relevance to our children on a world map and research their qualities.	Outcome: to revisit countries previously identified and identify their capital cities and counties.			
History	<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:</u> Look at the events leading to the end of WW2. Investigate how VE Day was celebrated in 1945 and why it was commemorated in 2020.</p>	<p>Britain Since 1939</p> <p>LO: to order events in Britain since 1939</p> <p>Outcome: Create and order a timeline of major events in Britain since 1939</p>	<p>Britain Since 1939</p> <p>LO: identify key events in the development of space travel</p> <p>Outcome: Complete comprehension activity about space race</p>	<p>Britain Since 1939</p> <p>LO: to compare how fashion has change since 1939</p> <p>Outcome: Order unknown fashion from previous decades – give reasons for choice. Design future fashion</p>	<p>Britain Since 1939</p> <p>LO: to compare developments in technology since 1939</p> <p>Outcome: to compare games from the 1970s to present day. List similarities and differences</p> <p>https://www.youtube.com/watch?v=Va5SKaYL3r8</p>	<p>Britain Since 1939</p> <p>LO: to compare how music tastes have changed since 1939</p> <p>Outcome: To create a top ten of the decades shown in graph form. (Select appropriate songs from each decade)</p>
MFL	<p>18: Personal descriptions 2</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>		<p>19: Celebrity descriptions</p> <p>Be able to describe someone else using the third person. Be able to use adjectives correctly in a sentence. Enjoy a traditional story.</p>		<p>Lesson 20: Little Red Riding Hood</p> <p>Enjoy a traditional story. Be able to memorise part of a story and recite a tongue twister in French.</p>	
PE Indoor	<i>Handball</i> <i>/</i>	<i>Handball</i>	<i>Handball</i>	<i>Handball</i>	<i>Handball</i>	<i>Handball</i>

<p>PE (outdoor) Outdoor and adventure</p> <p>(In preparation for Y5 Residential to Thornbridge Outdoors in the Peak District)</p>	<p>Outdoor Challenges using Playground Furniture <u>L.O. To work as a team to traverse a given distance.</u></p> <p>Know the challenge Plan a strategy. Practise Perform against others.</p> <p>Outcome: Crate challenge completed and timed</p>	<p>Outdoor Challenges using Playground Furniture <u>L.O. To work as a team to traverse a given distance.</u></p> <p>Review teamwork strategy - threats and opportunities.</p> <p>Know the challenge Plan a strategy. Practise Perform against others.</p> <p>Outcome: Skipping rope chain over obstacle challenge completed and timed</p>	<p>Outdoor Challenges using Playground Furniture <u>L.O. To work as a team to traverse a given distance.</u></p> <p>Review teamwork strategy - threats and opportunities.</p> <p>Know the challenge Plan a strategy. Practise Perform against others.</p> <p>Outcome: Trim-trail challenge completed and timed</p>	<p>Easy Orienteering / Outdoor Challenge Cards <u>L.O. To understand the principles of orienteering</u></p> <p>Learn the instructions/ activity types. Practise using the methods. Create simple instructions/ activities for others to follow.</p> <p>Outcome: Simple activities generated and trialled for others.</p>	<p>Easy Orienteering / Outdoor Challenge Cards <u>L.O. To be able to apply orienteering skills</u></p> <p>Understand how the challenge cards work. Follow the rules Anticipate hurdles and problem solving tactics</p> <p>Outcome: Challenge cards completed and achievements recorded, reviewed and compared.</p>	<p><u>No lesson</u></p>
<p>RE</p>	<p>LO: to investigate significant religious places of Islam</p> <p>Mecca</p>	<p>LO: to investigate significant religious places of Judaism</p> <p>Jerusalem, The Western Wall</p>	<p>LO: to investigate significant religious places of Christianity</p> <p>Santiago de Compostela</p>	<p>LO: to investigate significant religious places of Buddhism</p> <p>Lumbini – the birthplace of Buddha - Nepal</p>	<p>LO: to investigate significant religious places of Sikhism</p> <p>Harmandir Sahib (the Golden Temple) Amritsar</p>	<p>LO: to research and present information</p> <p>Poster about special places in religion of their choice</p>
<p>RSHE</p>	<p>Keeping friendships healthy</p>	<p>Keeping friendships healthy</p>	<p>Keeping friendships healthy</p>	<p>Keeping friendships healthy</p>	<p>Keeping friendships healthy</p>	

