

## SPRING 2 Medium Term Plan 2023 Year Group Y5

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>  <b>History - WW2</b>  <b>History – Post 1939 (through the decades)</b>  <b>Science - Space</b>  <b>PE/Geography (Thornbridge)</b>	<p style="text-align: center;"><b><u>Anne Frank Biography</u></b></p> <p><i>LO: to be able to understand and use key vocabulary.</i></p> <p><u>Outcome: to read, watch and discuss around the importance and context of Anne Frank</u></p> <p><i>LO: to be able to identify and understand the purpose and features of a biography.</i></p> <p><u>Outcome: to share and analyse biographies.</u></p> <p><i>LO: to be able to research effectively and write notes.</i></p> <p><u>Outcome: to research Anne Frank electronically and via texts.</u></p>	<p style="text-align: center;"><b><u>Anne Frank Biography</u></b></p> <p><i>LO: Organise my writing into clear paragraphs</i></p> <p><u>Outcome: to write a plan for sections of the Biography.</u></p> <p><i>LO: to link sentences and paragraphs using time conjunctions.</i></p> <p><i>(e.g. after that, a month later)</i></p> <p><u>Outcome: to write a biography about the life of Anne Frank.</u></p>	<p style="text-align: center;"><b><u>Space Race News Report</u></b></p> <p><i>LO: to be able to extract key information</i></p> <p><u>Outcome: Research and extract key information about moon landings.</u></p> <p><i>LO: to be able to write chronologically</i></p> <p><u>Outcome: to plan report using a story board.</u></p> <p><i>LO: to be able to write with an awareness of the audience.</i></p> <p><u>Outcome: to write a news report based on the moon landings.</u></p>	<p style="text-align: center;"><b><u>Assessment</u></b></p> <p style="text-align: center;"><b>Big Write Diary Entry (Getting Ready for Thornbridge)</b></p> <p style="text-align: center;"><b>Reading Assessment</b></p>	<b>THORNBRIDGE</b>	<p style="text-align: center;"><b><u>Thornbridge Hall Persuasive Writing Brochure</u></b></p> <p><i>LO: to be able to identify the features of an advertising brochure</i></p> <p><u>Outcome: to read and annotate an advertising brochure</u></p> <p><i>LO: to organise information into appropriate paragraphs and sections</i></p> <p><u>Outcome: plan the sections of the brochure</u></p> <p><i>LO: to be able to write using modal verbs.</i></p> <p><i>LO: to be able to write persuasively.</i></p>

<b>Spelling</b>	accommodate accompany according achieve delicious infectious artificial ambitious cautious commercial	aggressive amateur ancient apparent atrocious conscientious initial facial precious essential	appreciate attached available average celestial material racial trivial gracious memorial	awkward bargain bruise category social influential superficial residential special nutritious	accommodate accompany according achieve repetitious precocious antibacterial artificial scrumptious pugnacious	aggressive amateur ancient apparent spacious superstitious initial facial suspicious palatial
<b>Handwriting</b>	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
<b>Reading</b>	<b>Letters from the Lighthouse</b> VIPERS style questions.	<b>Letters from the Lighthouse</b> VIPERS style questions.	<b>Letters from the Lighthouse</b> VIPERS style questions.	<b>Letters from the Lighthouse</b> VIPERS style questions.	<b>Letters from the Lighthouse</b> VIPERS style questions.	<b>Letters from the Lighthouse</b> VIPERS style questions.
<b>Maths</b>	<b>Unit 8: Fractions (1)</b>  <b>Lesson 1</b> To develop their understanding of equivalent fractions.  <b>Lesson 2</b> To recognise mixed number fractions.  <b>Lesson 3</b> To recognise mixed numbers.	<b>Lesson 5</b> To compare fractions and order them based on their size.  <b>Lesson 6</b> To compare mixed number fractions and order them based on their size.  <b>Lesson 7</b> To develop their understanding of	<b>Unit 9: Fractions (2)</b>  <b>Lesson 1</b> To add and subtract proper fractions with the same denominator.  <b>Lesson 2</b> To add and subtract proper fractions with related denominators.  <b>Lesson 3</b>	<b>Lesson 5</b> To add mixed numbers and fractions where one denominator is a multiple of the other  <b>Lesson 6</b> To add mixed numbers where one denominator is a multiple of the other		<b>Lesson 9</b> To subtract mixed numbers by subtracting the wholes and parts separately  <b>Lesson 10</b> To subtract mixed numbers by converting them to improper fractions  <b>Lesson 11</b>

	<p><b>Lesson 4</b> To count and complete ascending and descending number sequences.</p>	<p>fractions as a representation of division.</p> <p><b>Lesson 8</b> To use fractions to represent remainders in division calculations.</p>	<p>To perform calculations with more than two fractions.</p> <p><b>Lesson 4</b> To add fractions with a sum greater than 1.</p>	<p><b>Lesson 7</b> To subtract a fraction from a mixed number</p> <p><b>Lesson 8</b> To subtract fractions from mixed numbers where the subtraction crosses the whole</p>		<p>To add and subtract mixed numbers in the context of word problems.</p> <p><b>Lesson 12</b> To solve multi-step addition and subtraction word problems using fractions and mixed numbers</p>
<p><b>Calculation</b> 5NPV-2 Recognise the PV of each digit in numbers w/up to 2 dp, and compose and decompose numbers w/ up to 2 dp using non/standard partitioning.</p>	<p>Place value – introducing tenths</p> <p><b>Personalised tables</b></p>	<p>Place value – introducing hundredths</p> <p><b>Personalised tables</b></p>	<p>Place value – introducing thousandths (Power Maths works to thousandths)</p> <p><b>Personalised tables</b></p>	<p><b>Reinforcement of 4 basic operations (including decimals)</b></p> <p><b>Personalised tables</b></p>	<p><b>Reinforcement of 4 basic operations (including decimals)</b></p> <p><b>Personalised tables</b></p>	<p><b>Reinforcement of 4 basic operations (including decimals)</b></p> <p><b>Personalised tables</b></p>
<p><b>Science</b></p>	<p><u><b>Earth, sun and moon</b></u></p> <p>Initial concept map and cover sheet work.</p> <p>LO: To be able to describe relative</p>	<p><u><b>Day and night</b></u></p> <p>L.O: To understand why our shadows change, and why we have day and night.</p> <p><u>Outcome:</u> <u>Shadow investigation.</u></p>	<p><u><b>Earth's orbit</b></u></p> <p>L.O: To be able to describe the Earth's orbit around the Sun.</p> <p><u>Outcome: investigate the orbit of the earth around the sun and</u></p>	<p><u><b>Solar System</b></u></p> <p>L.O: To know the names/sizes/distances of the planets in our solar system.</p> <p><u>Outcome: To complete a model of the solar system</u></p>	<p><b>THORNBRIDGE</b></p>	<p><u><b>Living and working in space</b></u></p> <p>L.O: To be able to describe the experience of an astronaut.</p>

	<p>sizes of Earth, sun and moon.</p> <p>LO: to be able to describe the orbit of the moon and its effects</p> <p><u>Outcome:</u> <u>Investigate the orbit and size of the moon, earth and sun.</u></p>	<p><u>Describe the rotation of the earth.</u></p>	<p><u>how this creates different seasons.</u></p>			<p><u>Outcome: Pack a bag to travel to space. What do you need?</u> <u>Investigate ISS astronauts.</u></p>
<b>Art &amp; design</b>	<p>L.O.: To use different shades of pencils to create different tones and lines</p> <p>Outcome: Children use drawing pencils, pressure and angle to create lines with different tones</p>	<p>L.O.: To use different shades of pencils to create different textures</p> <p>Outcome: Children use drawing pencils, pressure and angle to create areas of differing tone</p>	<p>L.O.: To use different shades of pencils to create shadows / depth</p> <p>Outcome: Children create depth by using areas of shadow</p>	<p>L.O.: To use learned skills to create a detailed drawing</p> <p>Outcome: Children draw objects/images</p>		<p>L.O.: To use learned skills to create a detailed drawing</p> <p>Outcome: Children draw objects/images</p>
<b>Computing</b>	<p>L.O.: To discuss the difference between mobile, physical and wireless networks</p> <p>Outcome: Children can describe the differences between different networks</p>	<p>L.O.: To use several different search engines to search for the same thing</p> <p>Outcome: Children can compare and improve search results</p>	<p>L.O.: To use advanced search techniques</p> <p>Outcome: Children can use some of the advanced search functions</p>	<p>L.O.: To discuss how content found on the World Wide Web may not be reliable</p> <p>Outcome: Children investigate the All About Explorers</p>		<p>L.O.: To discuss how we share and control our own data?</p> <p>Outcome: Children complete the Clever Clogs Social Club activity</p>

				and Tree Octopus websites		
<b>Design &amp; technology</b>						
<b>Geography</b>	<p><b><u>Map Skills</u></b></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: children to draw a map of the school yard and create a key for equipment. (Linked to orienteering.)</u></p> <p>Ge2/ 1.1a Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics,</p>	<p><b><u>World Countries</u></b></p> <p><i>LO: to be able to identify significant countries from all continents and their characteristics.</i></p> <p><u>Outcome: to identify previously taught countries, significant WW2 countries, and countries of relevance to our children on a world map and research their qualities.</u></p> <p>Ge2/ 1.1a Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical</p>	<p><b><u>World Countries</u></b></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><u>Outcome: to revisit countries previously identified and identify their capital cities and counties.</u></p> <p>Ge2/ 1.1a Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on</p>		<b>THORNBRIDGE</b>	

	countries, and major cities Poland and the rest of Eastern Europe S American countries Somalia (migration of our families)	and human characteristics, countries, and major cities Poland and the rest of Eastern Europe S American countries Somalia (migration of our families)	their environmental regions, key physical and human characteristics, countries, and major cities Poland and the rest of Eastern Europe S American countries Somalia (migration of our families)			
<b>History</b>	<p><b><u>Britain since 1939</u></b></p> <p><b><u>VE Day Celebration</u></b></p> <p><i>LO: to be able to understand the significance of VE day and why it was celebrated.</i></p> <p><b><u>Outcome: Write an invitation to a VE day party</u></b></p>	<p><b><u>Britain since 1939</u></b></p> <p><b><u>1950s</u></b></p> <p><i>LO: to be able to identify key events and qualities of the 1950s</i></p> <p><i>LO: to be able to compare modern day Britain to the 1950s</i></p> <p><b><u>Outcome: to investigate and compare inventions from the 1950s with modern day and pre WW2.</u></b></p>	<p><b><u>Britain since 1939</u></b></p> <p><b><u>1960s</u></b></p> <p><i>LO: to be able to identify key events and qualities of the 1960s</i></p> <p><i>LO: to be able to compare modern day Britain to the 1960s</i></p> <p><b><u>Outcome: to investigate and compare music and fashion from the 60s compared with modern day and pre WW2.</u></b></p>	<p><b><u>Britain since 1939</u></b></p> <p><b><u>1970s</u></b></p> <p><i>LO: to be able to identify key events and qualities of the 1970s</i></p> <p><i>LO: to be able to compare modern day Britain to the 1970s</i></p> <p><b><u>Outcome: to investigate and compare childhood from the 70s compared with modern day and pre WW2.</u></b></p>	<b>THORNBRIDGE</b>	<p><b><u>Britain since 1939</u></b></p> <p><b><u>1980s</u></b></p> <p><i>LO: to be able to identify key events and qualities of the 1980s</i></p> <p><i>LO: to be able to compare modern day Britain to the 1980s</i></p> <p><b><u>Outcome: to investigate and compare pop culture from the 80s compared with modern day and pre WW2.</u></b></p>

<b>MFL</b>	<b>13: Shopping for food and pronunciation</b>  Read and act out a traditional tale. Revise 'je voudrais' and use it with different food items. Pronounce words with the 'e' sound.	<b>15: Numbers 1-31 and French maths</b>  Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including division and multiplication.	<b>16: Dates, birthdays and days</b>  Revise numbers 1-31 and months. Learn how to understand and say and write dates. Learn about birthday traditions in France and name days.	<b>17: Personal descriptions</b>  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.		<b>18: Personal descriptions 2</b>  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.
<b>PE</b>	L.O.: To work as a team to solve problems  Outcome: Children work together and share ideas to complete challenges	L.O.: To work as a team to solve problems  Outcome: Children work together and share ideas to complete challenges	L.O.: Picture orienteering  Outcome: Children use knowledge of school site to find clues	L.O.: To use a map and compass to find way round playground  Outcome: Children can use 8 point compass to find clues		L.O.: To use a map and compass to find way round playground  Outcome: Children can use bearings and compass to find clues
<b>PE</b>	<u>The Charleston</u> L.O: To perform the Charleston.  To learn a sequence of steps and put to suitable music  <u>Outcome:</u>	<u>The Lambeth Walk</u> L.O: To perform the Lambeth Walk.  To learn a sequence of steps and put to suitable music  <u>Outcome:</u>	<u>The Lindy Hop</u> L.O: To perform the Lindy Hop.  To learn a sequence of steps and put to suitable music  <u>Outcome:</u>	<u>Perform an interpretive dance</u> L.O: To plan and develop an interpretive dance which tells the story of Wartime events.		<u>Interclass dance competition.</u> L.O: To perform the dance they have been working on and perform to other class and themselves.  <u>Outcome:</u>

	Create own short version of the Charleston	Create own short version of the Lambeth Walk	Create own short version of the Lindy Hop	Children to work in groups to create suitable dance moves to a given piece which depicts key ideas/events of WWII  <u>Outcome:</u> Create own short version of a WW2 dance		Perform their dance to the year group and constructively comment on others performance.
<b>RE</b>	L.O.: To consider how worth is determined and what has worth to me.  Outcome: Children can discuss what having worth means.	L.O.: To reflect upon how music makes us feel and why it is used for religious worship.  Outcome: Children can identify how different religions use music within their worship.	L.O.: To discuss why and how religious believers pray.  Outcome: Children can explain what praying is and why people pray.	L.O.: To compare expressions of worship in art.  Outcome: Children can discuss how a piece of art can be an expression of worship.		L.O.: To explore what religious freedom is and how people use it.  Outcome: Children can explain what religious freedom is.
<b>RSHE</b>	<b>Keeping friendships healthy</b>  Fr1) What makes a close friend?	<b>Keeping friendships healthy</b>  Fr2) Can we be different and still be friends?	<b>Keeping friendships healthy</b>  Fr3) Should friends tell us what to do?	<b>Keeping friendships healthy</b>  Fr5) What are stereotypes?		<b>Keeping friendships healthy</b>  Fr6) How do I accept my friends for who they are?



