

Summer 1 Medium Term Plan 2022/2023 Year Group 5

Subject	Week 1 (5 Days)	Week 2 (5 Days)	Week 3 (4 Days)	Week 4 (4 Days) (KS2 SATs)	Week 5 (5 Days)	Week 6 (5 Days)
English	<p style="text-align: center;"><u>Thornbridge Hall Persuasive Writing Brochure</u></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>	<p style="text-align: center;"><u>Narrative – Decade</u></p> <p><i>LO: to be able to identify the features of a narrative</i></p> <p><u>Outcome: to share an excerpt from a novel</u></p> <p><i>LO: to be able to write direct and indirect speech</i></p> <p><u>Outcome: to edit incorrect speech and write their own sentences including speech</u></p> <p><i>LO: to be able to structure my writing to build up tension.</i></p> <p><u>Outcome: to plan and design their own 'story mountain.'</u></p> <p><i>LO: to be able to write speech that matches action.</i></p> <p><u>Outcome: to create a storyboard of their speech</u></p>	<p style="text-align: center;"><u>Narrative – Decade</u></p> <p><i>LO: to be able to use dialect in dialogue</i></p> <p><i>LO: to be able to write speech that matches action.</i></p> <p><u>Outcome: to write a narrative</u></p>	<p style="text-align: center;"><u>Discussion – Rainforest Deforestation</u></p> <p><i>LO: to know key subject specific vocabulary</i></p> <p><u>Outcome: to read extracts and videos relating to deforestation and the rainforest.</u></p> <p><i>LO: to be able to identify the features of a balanced argument.</i></p> <p><u>Outcome: to share and annotate a discussion text</u></p> <p><i>LO: to be to present opinions that make a balanced argument.</i></p> <p><u>Outcome: to hold a class debate regarding deforestation.</u></p>	<p style="text-align: center;"><u>Discussion – Rainforest Deforestation</u></p> <p><i>LO: to be able to structure a balanced discussion.</i></p> <p><u>Outcome: to plan a discussion text</u></p> <p><i>LO: to be able to use modal verbs to show varying degrees of possibility</i></p> <p><i>LO: to be able to balance writing throughout the text</i></p> <p><i>LO: to be able to use apostrophes for possession</i></p> <p><u>Outcome: to write a discussion text</u></p>	<p style="text-align: center;"><u>Poetry – Rainforest Personification</u></p> <p><i>LO: to be able to understand and identify personification</i></p> <p><u>Outcome: to share different poems using personification</u></p> <p><i>LO: to be able to write using personification</i></p> <p><u>Outcome: to write personifications based on the rainforest.</u></p> <p style="text-align: center;">Big Write</p> <p style="text-align: center;">Discussion</p>

Spelling	cemetery committee communicate community abundance absence believable accessible reliably forcibly	competition conscience controversy conscious significant buoyancy argument complacency compatible accessibly	convenience correspond criticise curiosity extravagance confidence consistency inflatable digestible miserably	definite desperate determined develop fragrance infancy changeable eligible inevitably responsibly	ignorance transplant excellence fluency variable possibly government durable avoidably visibly	reluctant assignment despicable comfortable excitably considerably tolerant truancy understandably reasonable
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	The Explorer VIPERS style questions.	The Explorer VIPERS style questions.	The Explorer VIPERS style questions.	The Explorer VIPERS style questions.	The Explorer VIPERS style questions.	The Explorer VIPERS style questions.
Maths	Unit 9: Fractions (2) Lesson 1 To add and subtract proper fractions with the same denominator. Lesson 2 To add and subtract proper fractions with related denominators.	Lesson 5 To add mixed numbers and fractions where one denominator is a multiple of the other Lesson 6 To add mixed numbers where one denominator is a multiple of the other	Lesson 9 To subtract mixed numbers by subtracting the wholes and parts separately Lesson 10 To subtract mixed numbers by converting them to improper fractions	Unit 10: Fractions (3) Lesson 2 To multiply a whole number and a non-unit fraction Lesson 3 To multiply a whole number and a mixed number Lesson 4	Lesson 6 To use fractions as operators Lesson 7 Fractions to solve problems that require more than one step. Unit 11: Decimals and Percentages Lesson 1	Lesson 3 To read and write simple decimal numbers as fractions. Lesson 4 To read and write more complex decimal numbers as fractions. Lesson 5 To write any number up to three

	<p>Lesson 3 To perform calculations with more than two fractions.</p> <p>Lesson 4 To add fractions with a sum greater than 1.</p>	<p>Lesson 7 To subtract a fraction from a mixed number</p> <p>Lesson 8 To subtract fractions from mixed numbers where the subtraction crosses the whole</p>	<p>Lesson 11 To add and subtract mixed numbers in the context of word problems.</p> <p>Lesson 12 To solve multi-step addition and subtraction word problems using fractions and mixed numbers</p>	<p>To multiply a whole number and a mixed number</p> <p>Lesson 5 To find a non-unit fraction of an amount</p>	<p>To read and write decimal numbers (up to two decimal places)</p> <p>Lesson 2 To read and write decimal numbers (up to two decimal places)</p>	<p>decimal places as a fraction.</p> <p>Lesson 6 To understand the link between tenths, hundredths and thousandths.</p>
<p>Calculation 5NPV-2 Extending 3AS- 2</p>	<p>Place value – introducing tenths</p> <p>Personalised tables</p>	<p>Place value – introducing hundredths</p> <p>Personalised tables</p>	<p>Place value – introducing thousandths (PM works to thousandths)</p> <p>Personalised tables</p>	<p>Reinforcement of 4 basic operations (including decimals)</p> <p>Personalised tables</p>	<p>Reinforcement of 4 basic operations (including decimals)</p> <p>Personalised tables</p>	<p>Reinforcement of 4 basic operations (including decimals)</p> <p>Personalised tables</p>
<p>Science</p>	<p>Living things and their habitats</p> <p><i>LO: to be able to identify different parts of a plant</i></p> <p><i>LO: to be able to describe the life cycle of a plant</i></p> <p><u>Outcome: Label plant diagram. Create lifecycle diagram of plants.</u></p>	<p>Living things and their habitats</p> <p><i>LO: to be able to understand and compare different ways plants reproduce and their adaptations.</i></p> <p><u>Outcome: Research and compare two different plants</u></p>	<p>Living things and their habitats</p> <p><i>LO: to be able to identify the life cycle of birds</i></p> <p><i>LO: to be able to understand the purpose of migration</i></p> <p><u>Outcome: Label life cycle of a bird. Use map to track</u></p>	<p>Living things and their habitats</p> <p><i>LO: to be able to identify the features of a mammal.</i></p> <p><i>LO: to be able to describe the life cycle of a mammal.</i></p> <p><u>Outcome: Make a poster documenting the features of a mammal. Describe</u></p>	<p>Living things and their habitats</p> <p><i>LO: to be able to identify the features and life cycle of an insect.</i></p> <p><i>LO: to be able to identify the features and life cycle of an amphibian.</i></p> <p><u>Outcome: Sorting activity –</u></p>	

	<u>Plant and track sunflower growth. Ongoing.</u>		<u>migration of certain bird species.</u>	<u>the exceptions – duck billed platypus.</u>	<u>similarities/differences of amphibians and insects.</u>	
Art & design	<p>L.O.: Create tones and shades of primary and secondary colours</p> <p>Outcome: Children mix paint in proportion to create various shades and tones</p>	<p>L.O.: To use colour to create atmosphere</p> <p>Outcome: Children will create a mood board of colours and emotions</p>	<p>L.O.: To use different shades of paint to produce a variety of large leaves</p> <p>Outcome: To paint a variety of large leaves</p>	<p>L.O.: To incorporate perspective into painting</p> <p>Outcome: Children create plants / leaves / flowers / animals at a greater distance</p>		
Computing	<p>L.O.: Identify the main components of a computer, and other devices and their function</p> <p>Outcome: label diagram of complete computer system and describe purpose.</p>	<p>L.O.: Investigate a range of objects that contain computers or electronics that can be programmed.</p> <p>Outcome: Produce list of household equipment and state how / why it can be programmed.</p>				<p>L.O.: Analyse a flowchart for a physical system including a sensor in detail.</p> <p>Outcome: Follow simple flowcharts and debug errors</p>
Design & technology	Moved to Summer 2					
Geography	<p>World Countries</p> <p><i>LO: to be able to identify significant countries from all continents and their climates.</i></p> <p><u>Outcome: to identify</u></p>	<p>Biomes / Vegetation</p> <p><i>LO: to be able to identify and compare the features and locations of different biomes/vegetation</i></p> <p><u>Outcome: to list</u></p>	<p>South America</p> <p><i>LO: to be able to identify and compare the physical and human characteristics of Brazil</i></p>		<p>South America</p> <p><i>LO: to be able to identify the layers and features of a rainforest biome</i></p> <p><u>Outcome: to label</u></p>	<p>South America</p> <p><i>LO: to be able to identify and understand the importance of biodiversity in rainforest biomes</i></p>

	<u>previously taught countries and countries of relevance to our children on a world map and research their climates.</u>	<u>features of each biome and mark on a world map.</u>	<u>Outcome: to label rivers, forests, mountains and major cities on a map of Brazil.</u>		<u>their own rainforest diagram</u>	<u>Outcome: to research an endangered animal and create a fact file.</u>
History						
MFL	<p>13: Shopping for food and pronunciation</p> <p>Read and act out a traditional tale. Revise 'je voudrais' and use it with different food items. Pronounce words with the 'e' sound.</p>	<p>15: Numbers 1-31 and French maths</p> <p>Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including division and multiplication.</p>	<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>		<p>17: Personal descriptions</p> <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>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>
PE (Outdoors)	<p>L.O.: To perform catching skills with accuracy, confidence and control.</p> <p>Outcome: Children can catch a ball thrown by a team-mate</p>	<p>L.O.: To use the bat to defend the wicket safely.</p> <p>Outcome: Children use the bat in a controlled manner.</p>	<p>L.O.: To use the bat to defend the wicket and to make runs.</p> <p>Outcome: Children use the bat to strike the ball forcibly.</p>	<p>L.O.: To explore different bowling techniques.</p> <p>Outcome: Children bowl in a variety of styles.</p>	<p>L.O.: To apply skills in a game situation ensuring they are performed with accuracy, confidence and control.</p> <p>Outcome: Children play an organised game</p>	<p>L.O.: To apply skills in a game situation ensuring they are performed with accuracy, confidence and control.</p> <p>Outcome: Children play an organised game</p>

<p>PE (Indoors)</p>	<p><u>Learning objective:</u> To improvise movement patterns inspired by Carnival of the Animals.</p> <p>Lesson 1 of the dance module</p> <p><u>Outcomes:</u> Identify a range of animals after listening to music. Move in unison and in canon with a partner.</p> <p>Use dynamics to move in different ways to represent different animals.</p>	<p><u>Learning objective:</u> To show precision and control in response to Carnival of the Animals.</p> <p>Lesson 2 of the dance module</p> <p><u>Outcomes:</u> Listen carefully and identify different sections of music. Improvise actions in response to music. Show control and precision in my actions.</p>	<p><u>Learning objective:</u> To vary the dynamics of a dance inspired by Carnival of the Animals.</p> <p>Lesson 3 of the dance module</p> <p><u>Outcomes:</u> Identify the tempo and the dynamics of different sections of music. Improvise actions in response to the differing tempo of a piece of music. Match the dynamics of my actions to the music.</p>	<p><u>Learning objective:</u> To demonstrate rhythm in a longer dance sequence inspired by Carnival of the Animals.</p> <p>Lesson 4 of the dance module</p> <p><u>Outcomes:</u> Identify the rhythm of a piece of music. Work in a group to compose a dance sequence in response to music. Move with rhythm and control in a dance sequence.</p>	<p><u>Learning objective:</u> To compose longer dance sequences using a range of dance vocabulary to describe and improve work.</p> <p>Lesson 5 of the dance module</p> <p><u>Outcomes:</u> Identify different patterns of music and how these relate to different animals. Work in a group to compose a dance in response to different music patterns. Use a range of dance vocabulary to describe and improve my dance sequence.</p>	<p><u>Learning objective:</u> To compose longer dance sequences using a range of dance vocabulary to describe and improve work.</p> <p>Lesson 6 of the dance module</p> <p><u>Outcomes:</u> Identify different patterns of music and how these relate to different animals. Work in a group to compose a dance in response to different music pattern. Use a range of dance vocabulary to describe and improve my dance sequence.</p>
<p>RE</p>	<p>L.O.: To recap the similarities / differences of a variety of religions</p> <p>Outcome: Sort images into corresponding religions.</p>	<p>L.O.: To explore and respond thoughtfully to the spiritual paths of Buddhists.</p> <p>Outcome: Describe each of the eight fold path</p>	<p>L.O.: To describe the impact of the practice of harmlessess</p> <p>Outcome: Children research how a Buddhist would follow this path.</p>	<p>L.O.: To express their own ideas about an issue with reasons</p> <p>Outcome: Children discuss ideas about an issue in a</p>	<p>L.O.: To describe the beliefs of humanism</p> <p>Outcome: Children compare the main ideas of humanism to religious dogma</p>	<p>L.O.: To discuss why people have different ideas about god / religion</p> <p>Outcome: Children debate the idea of god</p>

