



Year 5 Medium Term Plan

Spring 1 – Environmental Issues / Global Citizens

	Wk 1 WB: 8 th January	Wk 2 WB: 15 th January	Wk 3 WB: 22 nd January	Wk 4 WB: 29 th January	Wk 5 WB: 5 th February
Events / Info	New Year wishes and goals Launch day		Science Museum (22.1.24, 26.1.24) My Bank (25.1.24) Pupil progress week	5SC class assembly (1.2.24)	Safer Internet Day (6.2.24) Bentley Wood Theatrical Performance (6.2.24) My Bank (25.1.24)
English <i>Greta's Story: The Schoolgirl Who Went On Strike to Save the Planet</i>	Theme: Developing pupils' understanding and awareness of why they need to become active, global citizens change on the world Debate and discussions on environmental issues. Research.	Short burst writing Features of non-chronological reports Important information to include. Using devices in non-narrative writing.	Assessment: -Non-chronological report – what are the effects of climate? Writing target and TAF	Language of persuasive writing How to produce a speech. Comparisons of speeches. Short burst writing: persuasive writing: themed food day at the canteen.	-Persuasive Speech – should young people have a voice linked to the environment?
Grammar	Simple compound and complex sentences.	Cohesion – adverbials of time/ sentence starters.	Tenses: Past & Present Progressive and Present Perfect	Verb Prefixes dis-, de-, mis-, over-, re Suffixes	Imperative verbs Standard English / non- standard English
Guided Reading Focus	Retrieve, record and present information from non-fiction	Distinguish between fact and opinion	Sequence the events of the text.	Identify and begin to evaluate the author's language	Summarising the main ideas drawn from more than one paragraph

<p>Maths <i>Multiplication, division and fractions</i></p>	<p>Multiplication: Multiply up to a 4-digit number by a 1-digit number. Multiply 2-digits (area model/multiplication grid) - first part of worksheet. Multiply 2-digits (area model/multiplication grid) - second part of worksheet. Multiply 2-digits by 2-digits (Column method). Multiply 3-digits and 4-digits by 2-digits (Column method) Problem solving with multiplication</p>	<p>Division: Short division (basic practice) Divide 3-digits by 1-digit with remainders (partitioning/part-whole model). Divide 4-digits by 1-digit (Short division). Divide with remainders (Short division). Divide 2-digits by 1-digit (1) (partitioning/part-whole model). Divide 2-digits by 1-digit (2) with remainders (partitioning/part-whole model). Problem solving using division</p>	<p>Multiplying Fractions: Multiply unit by an integer. Multiply non-unit fractions by an integer Multiply mixed fractions by an integer.</p>	<p>Fractions: Calculate a fraction of a quantity. Fraction of an amount. Find the whole. Use fractions as operators.</p>	<p>Decimals and Fractions: Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals</p>
<p>Science <i>Properties of materials</i></p>	<p>Exploring properties and uses of materials To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets by sorting and classifying materials according to their properties. I can compare materials according to their properties.</p>	<p>Investigating thermal insulators To investigate thermal insulators and to select equipment to observe different materials.</p>	<p>Comparing soluble and insoluble materials To know that some substances are soluble and some are insoluble.</p>	<p>Investigating reversible changes by separating materials To select equipment to separate two or more materials by sieving, filtering and/or evaporating.</p>	<p>Understanding that changes of state are reversible Reversible changes- observe and describe changes of state, including melting, freezing, evaporating and condensing. Understanding that changes of state are reversible. Exploring irreversible changes to recognise that new materials are formed during an irreversible change</p>
<p>Computing <i>We are game developers</i></p>	<p>Analyse games and plan their own</p>	<p>Create and source assets</p>	<p>Create a prototype of a Scratch</p>	<p>Debug the game script</p>	<p>Test and improve their games Write game instructions and publish their games</p>

<p>Geography <i>Climate zones & Biomes</i></p>	<p>Understand that there are different climate zones across the world. Understand the difference between climate and weather.</p>	<p>Research a climate zone: describe the location and key characteristics of climate zones around the world.</p> <p>Explain the differences and similarities between different climate zones</p>		<p>Understand the 6 major biomes of the world and how this affects climates.</p> <p>Understand the difference between biomes and a climate zone.</p>	<p>Understand the features of the desert biome.</p> <p>Research another biome: tropical rainforests, deciduous forest, coniferous forest, tundra, grasslands.</p> <p>Compare and contrast different biomes.</p>
<p>R.E. Jainism <i>Is it our job to protect the world?</i></p>	<p>To understand the Jain value of Ahimsa and how this influences their daily lives.</p>	<p>To understand the main reasons the world needs protecting and ways different religions do this.</p>	<p>Investigate people's views on the meaning and purpose of life.</p>	<p>Ask questions for a visiting Jain.</p>	<p>Debate: is it our job to protect the world? (assessment)</p>
<p>PSHE <i>Dreams and goals</i></p>	<p>Identify what I would like my life to be like when I am grown up.</p> <p>Aspirational targets revisited</p>	<p>Identify and explore how much people earn in different jobs.</p>	<p>Identify a job I would like to do when I grow up and understand what I need to do to achieve it</p> <p>Questionnaire</p>	<p>Describe the dreams and goals of young people in a culture different to mine</p>	<p>Understand that communicating with someone in a different culture means we can learn from each other</p>
<p>Art/DT <i>Design & Technology/ environmental art</i></p>	<p>To research and create a collage on the artist Subodh Gupta</p>	<p>To discuss environmental issues and create a fact file</p>	<p>To select appropriate materials and design a sculpture. Plan and develop my sculpture.</p>	<p>To create my sculpture out of recycled materials</p> <p>To evaluate my sculpture</p>	
<p>P.E. Indoor <i>Dance</i></p>	<p>To create a dance using a random structure and perform the actions showing quality and control.</p>	<p>To understand how changing dynamics alters the appearance of the performance.</p>	<p>To understand and use relationships and space to change how a performance looks.</p>	<p>To copy and repeat movements in the style of rock 'n' roll.</p>	<p>To work with a partner to copy and repeat actions keeping in time with the music.</p> <p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p>

P.E. Outdoor Tennis	To develop returning the ball using a forehand groundstroke.	To develop returning the ball using a backhand groundstroke.	To work cooperatively with a partner to keep a continuous rally.	To develop the underarm serve and understand the rules of serving.	To develop the volley and understand when to use it. To use a variety of strokes to outwit an opponent.
French Clothing	Learn about items of clothing	Extend vocabulary for clothes, describe your uniform and give your opinion about it. Say what you wear for different occasions.	Learn how to describe clothes colour and size. Learn adjective agreement according to gender and number.	Revise adjective agreement. Learn vocabulary for shopping for clothes. Revise numbers and money.	Prepare for role play at the shop assistant using all that we have learnt in the previous lessons.
Music African Drumming	To demonstrate an understanding of African cyclic patterns	To learn about African percussion instruments and combine different cyclic patterns	To combine different cyclic patterns following a musical cue	To improvise rhythmically over a steady beat	To combine all parts and put together an African drumming performance. To demonstrate the ability to appraise own and other's work using music vocabulary.