

Year 5 Spring Term 2018-19 - Medium Term Planning (First Half)

Subject	Week 1	Week 2	Week 3	Week 4- Film Week	Week 5- Assessment Week	Week 6
<b>Maths</b>	<b>Number: Multiplication and Division</b> <b>Unit Objectives:</b> Multiply 4-digits by 1-digit Multiply 2-digits (area model) Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Multiply 4-digits by 2-digits Divide 4-digits by 1-digit Divide with remainders	<b>Number: Multiplication and Division</b>	<b>Number: Multiplication and Division</b>	<b>Number: Fractions</b> <b>Unit Objectives:</b> Equivalent fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add fractions Add mixed numbers Subtract fractions Subtract mixed numbers Subtract - breaking the whole	<b>Number: Fractions</b> Unit Objectives continued: Subtract 2 mixed numbers Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Fraction of an amount Using fractions as operators	<b>Number: Fractions</b>
<b>Arithmetic</b>	- Perform mental calculations using the four operations - Identify the place value of given numbers  - Use formal written method to solve calculations involving larger numbers  Taught and tested in separate arithmetic lessons.					
<b>English</b>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion,</li> <li>• retrieve, record and present information from non-fiction</li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• proof-read for spelling and punctuation errors</li> <li>• identifying the audience for and purpose of the writing,</li> <li>• selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• assessing the effectiveness of their own and others' writing</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>					

- using modal verbs or adverbs to indicate degrees of possibility
- using commas to clarify meaning or avoid ambiguity in writing

Atmospheric Writing

Text

The Iron Man by Ted Hughes

Biography

Children to choose an inspirational person for their final writing outcome.

Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- speak audibly and fluently with an increasing command of English
- participate in discussions, presentations, performances, role play, improvisations and debates

Reading- word

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension **Text: The Iron Man**

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting

- write legibly, fluently and with increasing speed

Writing - composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining)

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

	<ul style="list-style-type: none"> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof read for spelling and punctuation errors</li> </ul> <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> </ul>
<b>Computing</b>	<p>"We are cryptographers"</p> <ul style="list-style-type: none"> <li>- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- Select, use and combine a variety of software</li> </ul>
<b>IPC</b>	<u>IPC: The Great, The Bold and The Brave</u>
<b>Focus: History</b>	In this unit the children will be learning about the civilisations: The Romans, the Anglo Saxons and the Vikings. They will also learn about British history and about the Roman and Viking invasion of Britain and why the Roman Empire declined. In addition to this, children will learn about the life and legacy of Alfred the Great.
<b>Science</b>	<p>The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.</p> <p>During years 5 and 6, pupils should be taught to use practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <p>Taught discreetly: <u>Forces</u></p> <p>Explain that gravity is a pulling force towards centre of earth; identify effects of air resistance and friction. Recognise that mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>
<b>Geography</b>	Linking the Geography of Britain and the invading European countries with our IPC topic and how this has changed over time.
<b>Art</b>	This term we will explore landscape art, using line, tone and shade to create landscape drawings and paintings. We will explore the artwork of a variety of landscape artists,
<b>Music</b>	In music, we will be creating atmospheric music linked to English. Pupils will listen to music with attention to detail and recall sounds with increasing aural memory.
<b>D &amp; T</b>	In D&T we will be designing and testing a roman catapult, roman siege tower or other weapon. (Science link to forces). Children will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (IPC link - designing a Roman weapon)
<b>PE</b>	Children will continue to apply and develop a broader range of skills, learning how to use them in different ways and link them. <ul style="list-style-type: none"> <li>- Develop flexibility, strength, technique control and balance</li> <li>- Compare their performances with previous ones and demonstrate improvement to achieve their best</li> </ul> <p>In dance we shall be developing sequences of movements to classical music.</p> <p>In games the children will develop their invasion skills, including hockey and basketball.</p>
<b>Languages</b>	In French this term, we will explore the French vocabulary for colours, days of the week and months of the year. We will also learn how to express our feelings through simple phrases. Lessons will include an oral element for children to practise conversational French. Children will: <ul style="list-style-type: none"> <li>- engage in conversation, ask and answer questions</li> </ul>

	<ul style="list-style-type: none"> <li>- speak in sentences</li> <li>- develop accurate pronunciation and intonation</li> </ul>
<b>PSHE/Citizenship/SEAL</b>	During this term we will be looking at the units 'Dear Diary' and 'Daring to be Different'. We will be exploring different feelings, emotions and developing our identity and self esteem. We will be learning to appreciate differences and diversity, peer influences and assertiveness.
<b>RE Devon agreed syllabus</b>	This term will be exploring Christianity and the different interpretations of Jesus, through the Bible and Christian behaviour. Salvation-What did Jesus do to save human beings?- Children will study and discuss what Christians believe about Jesus' death and resurrection. Kingdom of God-What kind of king was Jesus?-Children will look at Christians' belief in the Kingdom of God and how this informs their lives and practices.
<b>Environmental Work</b>	Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco councillor who meets weekly to discuss environmental issues in school.
<b>Cultural Awareness</b>	To learn about the tradition and culture within our Host Country, MEXICO. Examine the differences between the ancient civilisations in Mexico (the Mayans) and Britain.