



Medium Term Plan (Year 5, Spring 1)

Term: The Wild West 1

Intended Outcome of Topic:

Children will have a wider understanding of the UK and Europe and will understand their human and physical characteristics. Children will feel confident in talking about the UK, being able to describe the countries that make up the UK and Europe, the differences in human and physical characteristics and the environment. Children will be able to understand how rivers and coasts erode.

SMSC Links:

ENGLISH

understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears (e.g. in myth and legend, parable, biography, poetry and song)
explore stories which tell of the triumph of the human spirit 'against the odds' and which illustrate spiritual qualities such as love, compassion and altruism
explore occasions in stories and plays when characters have to make moral choices
explore moral themes in stories (e.g. good over evil, weak over strong, wise over foolish)
hear and write stories where there are two sides to an argument
reflect on the underlying values, beliefs and attitudes that motivate characters
learn about language variation in English and how language relates to national, regional and cultural identities
explore folk tales and traditional stories from different cultures

MATHS

appreciate the underlying mathematical principles behind some of the beautiful natural forms and patterns in the world around us
appreciate that for the ancient Greeks, mathematics was the supreme form of knowledge, believed to hold the key to the secrets of the universe
engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
consider the implications of reducing human beings to mere numbers or percentages (e.g. in statistics)

SMSC continued:

SCIENCE

experience the wonder of new life
appreciate the inter-connectedness of everything
appreciate the inter-dependence of different organisms (e.g. symbiotic relationships)
reflect on and wonder at the order, regularity and pattern in the natural and physical world
appreciate how the subject of ICT embodies aspects of the human spirit: our drive to share and communicate through the invention of new technologies, and our capacity to use
the incomprehensible vastness of the universe and the variety of life forms within it

GEOGRAPHY

respond to dramatic environments, both physical and human, such as photographs of the world from space
consider the moral and practical issues of pollution, conservation and the sustainability of our environment
reflect on similarities and differences among peoples in near and distant parts of the world
find out about contrasting localities in Britain and the wider world

RE

develop awareness of the human quest to make sense of the world and the human predicament and to seek meaning and purpose in life
learn about the beliefs and practices of Christianity and other major world religions
learn from religion and evaluate the truth claims made by Christians and other religious believers

COMPUTING

respond with a sense of awe and wonder to humankind's technological achievements
wonder at what a small computer can do
reflect on how people the world over are linked through the world wide web

Subject	Week beginning: 5 th January	Week beginning 12 th January	Week beginning 19 th January	Week beginning 26 th January	Week beginning: 2 nd February	Week beginning 9 th February
English	Genre: Persuasive Adverts Text: range of advert texts Phase of writing: Reading and researching Focus: To understand all the features of a persuasive text and to identify them in persuasive adverts Grammar: Using rhetorical question, powerful verbs and adverbs Comparatives Superlatives	Genre: Persuasive Adverts Text: range of advert texts Phase of writing: Planning Focus: to use their planning to inform the basis of their writing for the opening Grammar: Applying comparatives and superlatives Present tense verbs Description of destination.	Genre: Persuasive Adverts Text: their own adverts Phase of writing: writing and editing Focus: to finish planning their opening, paragraphs and ending of their advert and edit and refine ready to put into a leaflet/poster format in best. Grammar: Editing capital letters, full stops, semi-colons, apostrophes and spellings.	Genre: Narrative Poem Text: The Highwayman Phase of writing: understanding unfamiliar vocabulary, drama- freeze frames, mind mapping and story mapping Focus: to understand the meaning of the poem, what it is about, understanding the characters in the poem and identifying their characteristics Grammar: vocabulary focus	Genre: Narrative Poem Text: The Highwayman Phase of writing: writing from a different perspective Focus: writing in the third person as the narrator to describe the setting. Look at the highway man from another characters perspective Grammar: emotive language to be used to discuss characters perspective and feelings	Genre: Grammar Assessment week Text: N/A Phase of writing: recap all the grammar lessons taught this half term Outcome: homophones Apostrophes Semi-colons Parenthesis and dashes Punctuation Capital letters Time connectives
Spelling	Introduce and investigate the prefix il Introduce and investigate the prefix in Introduce and investigate the prefix im. Orally rehearse examples and change them to opposite meanings. Collect words with ir, il, im and in- use pictures for children to identify Match prefixes to the root word	Match the prefixes to the correct root words for the following suffixes -ir, -il, -im, and -in.	Write the prefix word to match the picture for the following suffixes -ir, -il, -im, and -in.	Introduce the prefixes -non, -anti, -ad, -ap, -af and -ag. Match prefixes to the correct word. Write the prefix word to match the picture.	Introduce the term antonym and find antonyms for root words. Changing the meaning of sentences by adding antonyms. Writing dictated sentences.	Revisit soft and hard c spellings, silent letters and stressed and unstressed vowels.
Reading	Text: Indigenous People Non Fiction Texts	Text: Forces and Gravity (Science link)	Text: Isaac Newton (Science link)	Text: Galileo Galilei (Science link)	Text: The Highwayman (English link)	Text: The Highwayman (English link)

	Focus: Vocabulary Fluency Inference Retrieval Comprehension	Non Fiction Texts Focus: Vocabulary Fluency Inference Retrieval Comprehension	Non Fiction Texts Focus: Vocabulary Fluency Inference Retrieval Comprehension	Non Fiction Texts Focus: Vocabulary Fluency Inference Retrieval Comprehension	Poetry Focus: Vocabulary Fluency Inference Retrieval Comprehension	Poetry Focus: Vocabulary Fluency Inference Retrieval Comprehension
Maths	Multiplication and Division Scheme: White Rose Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Time: Recap time to 15 minute intervals.	Multiplication and Division Scheme: White Rose Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Time: Recap time to 15 minute intervals.	Multiplication and Division Scheme: White Rose Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division Time: Recap time to 15 minute intervals.	Multiplication and Division Scheme: White Rose Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division Time: Recap time to 15 minute intervals.	Fractions Scheme: White Rose Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators Time: Recap time to 15 minute intervals.	Fractions Scheme: White Rose Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators Time: Recap time to 15 minute intervals.
Science	Scheme: Developing Experts Topic: Forces Learning Outcomes: Explore gravity and the life and work of Isaac Newton -Explore the life and work of Isaac Newton -Understand the influence gravity had on the universe	Scheme: Developing Experts Topic: Forces Learning Outcomes: Examine the connection between air resistance and parachutes -Understand how air resistance acts on objects -Design and test parachutes, using averages to get more accurate results	Scheme: Developing Experts Topic: Forces Learning Outcomes: Explore factors which affect an object's ability to resist water -Understand how water resistance acts on objects -Describe the forces acting on an object floating in water -Identify the similarities and differences between air and water resistance	Scheme: Developing Experts Topic: Forces Learning Outcomes: Investigate the effects of friction on different surfaces -Understand how friction acts on objects -Accurately use a Newton meter to measure a force -Describe ways of changing the size of a frictional force	Scheme: Developing Experts Topic: Forces Learning Outcomes: Investigate mechanisms – levers and pulleys -Name the forces acting on a range of objects -Describe the effect forces can have on an object -Can explain how gears work	Scheme: Developing Experts Topic: Forces Learning Outcomes: Investigate mechanisms – gears -Explain how gears work and their purpose -Create a set of interacting gears -Notice patterns in the workings of gears

	-Investigate the relationship between mass and gravity	-Draw an accurate diagram of the forces acting on a parachute and explain their purpose				
Computing						
Geography	Identify UK capital cities and the surrounding seas. Map reading.	Identify, compare and contrast human and physical features of the UK. Computer mapping.	Comparing and contrasting UK human and physical human features to those in North America. Computer mapping.	Identify and name the seven continents and explain differences between the UK and EU countries. Map reading.	What do we notice about the population growth across Europe compared to the UK?	Explain the purpose of Greenwich mean time (GMT) and identify some different time zones.
History						
Art & Design				Artist: Seurat Skills: identify his style of artwork and how to recreate his work Outcome: research him as an artist, creating a fact file all about him, early childhood, art work, life and death	Artist: Seurat Skills: use their name (created and printed in bubble writing) and paints to recreate pointilism Outcome: practice pointillism with paints on name tags in the style of Georges Seurat	Artist: Seurat Skills: pointillism work on their own chosen drawing, one Outcome: have confidence to replicate one of Seurat's pictures in his pointillism style
Design Technology						
Religious Education	Enquiry Question: What can we learn about the world/ knowledge/ meaning of life from the great philosophers? Plato's analogy of the cave.	Enquiry Question: What can we learn about the world/ knowledge/ meaning of life from the great philosophers? Different views of the soul.	Enquiry Question: What can we learn about the world/ knowledge/ meaning of life from the great philosophers? Plato's realm of ideas.			
PE	Netball and Hockey Scheme: PE planning	Netball and Hockey Scheme: PE planning	Netball and Hockey Scheme: PE planning	Netball and Hockey Scheme: PE planning	Netball and Hockey Scheme: PE planning	Netball and Hockey Scheme: PE planning
CPSHE	WE ARE LEARNING TO: understand that I will need money to help me achieve some of my dreams. Scheme: Jigsaw	WE ARE LEARNING TO: know about a range of jobs carried out by people I know and explore how much people earn in different jobs. Scheme: Jigsaw	WE ARE LEARNING TO: identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. Scheme: Jigsaw	WE ARE LEARNING TO: describe the dreams and goals of young people in a culture different to mine. Scheme: Jigsaw	WE ARE LEARNING TO: understand that communicating with someone in a different culture means we can learn from each other. Scheme: Jigsaw	WE ARE LEARNING TO: encourage our peers to support young people here and abroad to meet their aspirations. Scheme: Jigsaw

Music						
Languages (Spanish)	To be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	To be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	To be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	Name 10 common shapes and also the numbers 1-5 in Spanish and recognise, recall, remember and spell up to ten shape nouns with their indefinite article.	Name 10 common shapes and also the numbers 1-5 in Spanish and recognise, recall, remember and spell up to ten shape nouns with their indefinite article.	Name 10 common shapes and also the numbers 1-5 in Spanish and recognise, recall, remember and spell up to ten shape nouns with their indefinite article.
Other Details e.g. visits						