



Year 5
Spring Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<ul style="list-style-type: none"> ● World Religion Day ● NSPCC Number Day ● Safer Internet Day ● Women's History Month ● World Book Day ● Comic Relief ● STEM Week 	<p><u>Focus Spring 1:</u> <u>Multiplication and Division B</u> LO:To multiply up to a 4 digit number by a 1 digit number LO:To multiply up to a 4 digit number by a 2 digit number LO:To solve problems using multiplication LO:To use short division LO:To divide up to a 4 digit number by a 1 digit number LO:To divide with remainders LO:To solve problems using multiplication and division</p> <p><u>Fractions B</u> LO:To multiply fractions LO:To calculate a fraction of a quantity</p> <p><u>Decimals and Percentages</u> LO:To represent decimal numbers up to 2 decimal places LO:To calculate equivalent fractions and decimals LO:To represent thousandths as a fraction LO:To represent thousandths as a decimal LO:To represent thousandths on a place value chart</p>	<p><u>Focus Spring 2:</u> <u>Decimals and Percentages</u> LO:To order and compare decimals LO:To understand what a percentage is LO:To represent a percentage as a fraction LO:To represent a percentage as a decimal LO:To find equivalent fractions, decimals and percentages LO:To round decimal numbers</p> <p><u>Perimeter and Area</u> LO:To find the perimeter of rectangles LO:To find the perimeter of rectilinear shapes LO:To find the perimeter of polygons LO:To find the area of rectangles LO:To find the area of compound shapes LO:To estimate area</p> <p><u>Statistics</u> LO:To draw line graphs LO: To read line graphs LO:To read tables LO:To read two-way tables LO: To read timetables</p>
<u>English (Spoken Language)</u>	<u>English (Reading)</u>	<u>English (Phonics and Spelling)</u>
<p><u>Opportunities to develop spoken language across the curriculum:</u></p> <ul style="list-style-type: none"> ● Specific subject vocabulary explicitly taught ● Challenge, Build, Accept discussions and teacher questioning 	<p><u>Focus Spring 1:</u> <u>Vocabulary</u> LO: To investigate alternative word choices that could be made and use a thesaurus to find synonyms for a larger variety of words LO: To begin to look at the use of figurative language</p>	<p><u>Phonics/ Spelling Spring 1</u> Step 13: Words ending in '-able', where the 'e' from the root word remains Step 14: Words that are adverbs of time Step 15: Words with suffixes where the base word ends in 'fer'</p>



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- Paired and group work

Retrieval

LO: To use evidence from across larger sections of text
LO: To read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.

Explanation

LO: To give reasons for authorial choices and begin to challenge points of view

LO: To begin to distinguish between fact and opinion

Summary

LO: To make connections between information across the text and include this in an answer.

Inference

LO To make inferences about actions, feelings, events or states

LO: To use figurative language to infer meaning

Prediction

LO: To support predictions with relevant evidence from the text.

Focus Spring 2:

(revisit with more challenging texts)

Vocabulary

LO: To investigate alternative word choices that could be made and use a thesaurus to find synonyms for a larger variety of words

LO: To begin to look at the use of figurative language

Retrieval

LO: To use evidence from across larger sections of text
LO: To read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.

Step 16: Words with 'silent' first letters

Step 17: Words with 'silent' letters

Step 18: Challenge Words

Phonics/ Spelling Spring 2

Step 19: Words with 'ie' after 'c'

Step 20: Words where 'ei' can make an /ee/ sound

Step 21: Words where 'ough' makes an /or/ sound

Step 22: Words containing 'ough'

Step 23: Adverbs of possibility and frequency

Step 24: Challenge Words



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Explanation
LO: To give reasons for authorial choices and begin to challenge points of view
LO: To begin to distinguish between fact and opinion

Summary
LO: To make connections between information across the text and include this is an answer.

Inference
LO To make inferences about actions, feelings, events or states
LO: To use figurative language to infer meaning

Prediction
LO: To support predictions with relevant evidence from the text.

English (Writing)

Handwriting Spring 1

Unit 11: More practise with presentation copy antonyms
Unit 12: Ensuring correct formation of the letter k ocket, icket, ucket, acket
Unit 13: Forming the letter y correctly bully, fully, filly, belly, welly, chilly
Unit 14: Practising speed and fluency add prefixes to words
Unit 15: Practising punctuation : , ' – !

Handwriting Spring 2

Unit 16: Ensuring consistency in letter sizes copy ough words
Unit 17: Practising speedwriting write words in full and short form
Unit 18: Forming small letters correctly copy ea words

Grammar and Composition Spring 1

Focus: Plastic Pollution

L1 LO: To write a persuasive pitch
Rhetorical question, facts, adverbial
L2 LO: To write a persuasive pitch
statistics/emotive language, adverbial, metaphor
L3 LO: To write a persuasive pitch
Relative clause, superlative, conjunction
L4 LO: To write a persuasive pitch
Emotive language, colon, semicolon, metaphor
L5 LO: To write a persuasive pitch
Alliteration, compound words
L6 LO: To write a persuasive pitch
Adverbial, metaphor, imperative verb,

Grammar and Composition Spring 2

Focus: The Highwayman

L1 LO: To write a narrative poem
Noticing, action, repetition
L2 LO: To write a narrative poem
Metaphor, action, adjectives
L3 LO: To write a narrative poem
Repetition, alliterative action
L4 LO: To write a narrative poem
Adjectives, adjectives, simile
L5 LO: To write a narrative poem
Short sentence/question, dialogue, precise verb
L6 LO: To write a narrative poem
Repetition, simile, precise verb



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<p>Unit 19: Practising forming and joining the letter f fa, fu, fe, fl, ft, ff Unit 20: Practising writing with a slant ious, eous, cious, tious Unit 21: Practising printing copy an address</p>	<p>L7 LO: To write a persuasive pitch Imperative verb, antonyms, rhetorical question L8 LO: To write a persuasive pitch Emphasis, modal verb, semi-colon L9 LO: To write a persuasive pitch Commas, noun phrase L10 LO: To write a persuasive pitch Emotive language, conjunction, adverbial L11 LO: To write a persuasive pitch Metaphor, slogan</p> <p><u>Grammar (Classroom secrets)</u> LO: To use brackets, dashes and commas to indicate parenthesis LO: To use expanded noun phrases to convey information concisely</p>	<p>L7 LO: To write a narrative poem Onomatopoeia, dialogue, sounds L8 LO: To write a narrative poem personification L9 LO: To write a narrative poem Repetition, short sentences, conjunctions L10 LO: To write a narrative poem Adjectives, precise verb/adverb, repetition</p> <p><u>Grammar (Classroom secrets)</u> LO: To use the perfect form of verbs to mark relationships of time and cause</p>
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
<p><u>Focus</u> <u>Craft and Design: Architecture</u> LO: To apply observational drawing skills to interpret forms accurately. LO: To apply composition skills to develop a drawing into print. LO: To apply an understanding of architecture to design a building. LO: To extend design ideas through research and sketchbook use LO: To explore and evaluate the intention of a design.</p>	<p><u>Focus - Spring 1</u> <u>Data Handling- Mars Rover 1</u> LO: To identify how and why data is collected from space. LO: To read and calculate numbers using binary code. LO: To use simple operations to calculate bit patterns.</p> <p><u>Focus - Spring 2</u> <u>Safe Use - Self image and Identity</u> L.O. To explain how identity online can be copied, modified or altered. L.O. To know how to make responsible choices about having an online identity, depending on context.</p>	<p><u>Focus Spring 1: Digital world: monitoring devices</u> L1 LO: To carry out research to develop design criteria. L2 LO: To write a program to monitor the ambient temperature, including an alert. L3 LO: To generate creative and unique Micro:bit case, stand or housing ideas. L4 LO: To learn about and practise 3D CAD skills.</p>



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French (Languages)	Geography	History
<p>Focus Spring 1 <u>Shopping in France</u> L.O. To build numbers and prices confidently in French. L.O. To name different foods in French and notice patterns in sounds. L.O. To perform a story to an audience. L.O. To be able to use vocabulary to describe a quantity of different food nouns. L.O. To be able to explore and understand an authentic French text. Assessment (end of unit quiz)</p> <p>Focus Spring 2 <u>Verbs in a French week</u> L.O. To recognise that verbs take different forms and to find infinitive verbs in a dictionary. L.O. To begin to recognise some regular verbs in the present tense. L.O. To identify the correct ending for different infinitive verbs. L.O. To know that some verbs do not follow regular patterns. L.O. To build and deliver a short presentation, choosing and using a range of action verbs. Assessment (end of unit quiz)</p>	<p>Focus Autumn - Why do oceans matter? LO: To explain the importance of our oceans. LO: To locate and describe the significance of the Great Barrier Reef. LO: To explain the impact humans have on coral reefs and oceans. LO: To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. LO: To collect data on the types of litter polluting a marine environment. LO: To present, analyse and evaluate data collected.</p> <p>Additional Sustainability Lesson LO: To explore sustainable fashion by working in a team to plan a clothes swap or upcycling project.</p> <p>Better Planet Schools (L4) What can we do to help tackle the plastic problem?</p>	<p>Key Question: How was life in Tudor England? LO: To interpret the character of Henry VIII using portraits and written sources. LO: To understand why Henry VIII had many wives. LO: To make deductions about power and punishment using a range of sources. LO: To explore the use of propaganda by a Tudor monarch. LO: To make deductions about people in Tudor England using inventories. LO: To create an inventory for a person from the Tudor times.</p> <p>Women's History Month Marie Curie LO: To understand why Marie Curie is considered to be one of the most influential scientists of all time.</p>
Music	Physical Education	Personal, Social and Health Education (Jigsaw)



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Spring term focus

Blues

- LO: To know the key features of Blues music
- LO: To play the first line of the 12-bar Blues
- LO: To be able to play the 12-bar Blues
- LO: To be able to play the Blues scale
- LO: To be able to improvise with notes from the Blues scale

Focus Spring 1

Tag Rugby

- LO: To select the appropriate skill, choosing when to run and when to pass.
- LO: To move into space to support a teammate abiding by the rules.
- LO: To use defending skills to gain possession.
- LO: To play a game of tag rugby.

Netball

- LO: To develop passing and moving to maintain possession.
- LO: To use a variety of attacking skills to lose a defender.
- LO: To move into and create space to support a teammate.
- LO: To play a game of netball.

Focus Spring 2

Football

- LO: To maintain possession when dribbling.
- LO: To dribble with control under pressure.
- LO: To select the appropriate skill, choosing when to pass and when to dribble.
- LO: To play a game of football.

Hockey

- LO: To develop dribbling to beat a defender.
- LO: To send and receive the ball with control under pressure.
- LO: To select the appropriate skill, choosing when to pass and when to dribble.
- LO: To play a game of hockey.

Dreams and Goals

Knowledge

- LO: To know that I will need money to help me to achieve some of my dreams
- LO: To know about a range of jobs that are carried out by people I know
- LO: To know that different jobs pay more money than others
- LO: To know the types of job I might like to do when I am older
- LO: To know that young people from different cultures may have different dreams and goals
- LO: To know that communicating with someone from a different culture means that they can learn from them and vice versa
- LO: To know ways that I can support young people in their own culture and abroad

Social and Emotional Skills

- LO: To verbalise what I would like my life to be like when I am grown up
- LO: To appreciate the contributions made by people in different jobs
- LO: To appreciate the opportunities learning and education can give me
- LO: To reflect on the differences between my own learning goals and those of someone from a different culture
- LO: To appreciate the differences between me and someone from a different culture
- LO: To understand why I am motivated to make a positive contribution to supporting others

Healthy Me

Knowledge

- LO: To know the health risks of smoking and vaping



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		<p>LO: To know how smoking tobacco affects the lungs, liver and heart LO: To know some of the risks linked to misusing alcohol, including antisocial behaviour LO: To know basic emergency procedures including the recovery position LO: To know how to get help in emergency situations LO: To know that the media, social media and celebrity culture promotes certain body types LO: To know that messages we receive about food come from different places and that these can affect people's attitude to foods. LO: To know what makes a healthy lifestyle</p> <p>Social and Emotional Skills LO: To make informed decisions about whether or not I choose to smoke when I am older LO: To make informed decisions about whether I choose to drink alcohol when I am older LO: To recognise strategies for resisting pressure LO: To identify ways to keep myself calm in an emergency LO: To reflect on my own body image and know how important it is that this is positive LO: To accept and respect myself for who I am LO: To respect and value my own body LO: To be motivated to keep myself healthy and happy</p>
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><u>Focus Spring Term</u> Christianity (Believing) How does faith and belief affect the way people live their lives? To identify the key characters and events from Genesis 1/2 (Reading).</p>	<p><u>Focus Spring 1</u> <u>Living Things and Their Habitats</u> To explain how mammals reproduce To describe the differences in life cycles of different animal groups To understand reproduction in plants</p>	<p>No Outsiders lessons Weekly assemblies (Picture News and PSHE) 11 before 11 Pol Ed Lessons Project evolve - online safety Big Talk</p>



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To compare and contrast Christian, Hindu and Muslim beliefs.
To identify and compare the beliefs and practices in different denominations of the Christian faith (Roman Catholics, Orthodox and Anglicanism (Y4) Quaker, Evangelists, Methodist(Y5).
To understand how the 10 commandments shape the beliefs in Christianity.
To identify the key teachings from the Beatitude.
To create my own rules for living and compare these with the Beatitudes.

To describe the life cycle of plants

Focus Spring 2

Forces

To understand and explain the force of gravity
To identify the effect of friction between moving surfaces.
To plan different types of scientific enquiries to answer questions, including recognising and controlling variables.
To identify the effects of air resistance
To identify the effect of water resistance
To recognise that some mechanism including levers, pulleys and gears allow a smaller force to have a greater effect

Project Based Learning
The Grange Has Got Talent
Children's University
Parliament Assembly
Police assembly
Mini Police Ambassadors
Wear Your Uniform to School Day (Brownies/Guides)