



Medium Term Plan

Year 5		Term/Topic: Spring Term Sustainable World
Subject	Key end points in learning	
English- Reading	<p><u>Comparing, Contrasting and commenting</u></p> <p>I can read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>I can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.</p> <p>I can identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>I can recommend texts to peers based on personal choice</p> <p><u>Words in context and authorial choice</u></p> <p>I can discuss vocabulary used by the author to create effect including figurative language.</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p><u>Inference and Prediction</u></p> <p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives.</p> <p>I can justify predictions using evidence from the text.</p> <p><u>Non-Fiction</u></p> <p>I can use all organisational devices available within a non- fiction text to retrieve, record and discuss information.</p> <p>I can use dictionaries to check the meaning of words read.</p>	
English – Writing	<p>I can plan and write a setting description based on The Highwayman</p> <p>I can plan and write a character description based on The Highwayman</p> <p>I can plan and write a narrative based on The Highwayman</p> <p>I can edit and improve a narrative</p>	

Maths	<p><u>Unit 6 – Fractions (2)</u></p> <p>I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.</p> <p><u>Unit 7 - Multiplication and Division (2)</u></p> <p>I can multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers</p> <p>I can multiply and divide numbers mentally drawing upon known facts</p> <p>I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpreting remainders appropriately for the context.</p> <p><u>Unit 8 – Fractions (3)</u></p> <p>I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.</p> <p><u>Unit 9 – Percentages and Decimals</u></p> <p>I can read, write, order and compare numbers with up to three decimal places</p> <p>I can read and write decimal numbers as fractions</p> <p>I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>I can round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>

	<p><u>Unit 10 – Measure (Area and perimeter)</u></p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> <p><u>Unit 11 – Graphs and Tables</u></p> <p>I can solve comparison, sum and difference problems using information presented in a line graph.</p> <p>I can complete, read and interpret information in tables, including timetables</p>
Science	<p><u>Earth and Space</u></p> <p>I can name the 8 planets in the solar system.</p> <p>I can identify and explain the movement of the Earth relative to the sun</p> <p>I can explain how seasons and the associated weather is created</p> <p>I can identify and explain the movement of the moon relative to the Earth</p> <p>I can explain the size, shape and position of the earth, sun and moon</p> <p>I can explain how night and day are created and use diagrams to show this</p> <p>I can explain how planets are linked to stars.</p> <p>I can investigate shadows in relations to times of the day and explain why the sun appears to move across the sky.</p> <p>I can describe the Earths rotation to explain day and night.</p> <p>I can raise different scientific questions and hypothesis.</p> <p>I can use scientific language and diagrams to justify my ideas.</p>

	<p><u>Forces</u></p> <p>I can explain what gravity is and its impact on our lives</p> <p>I can study the work of Galileo and Newton.</p> <p>I can explain why a wheeled object that is initially pushed will slow down and stop</p> <p>I can explain the impact of friction on a moving object</p> <p>I can explain the effect of drag force on moving objects</p> <p>I can explain how force and motion can be transferred through gears, pulleys, levers and springs</p> <p>I can classify and group forces based on their actions or whether they act directly, at a distance.</p> <p>I can plan and carry out a comparative and fair test.</p> <p>I can take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>I can use scientific language and diagrams to justify my ideas.</p> <p>I can spell and pronounce scientific vocabulary accurately.</p>
Computing	<p><u>Programming A – Selection in physical computing</u></p> <p>I can explain that a condition can only be true or false</p> <p>I can compare a count-controlled loop with a condition-controlled loop</p> <p>I can create a condition-controlled loop</p> <p>I can use a condition in an ‘if...then...’ statement to start an action</p> <p>I can use selection to switch the program flow in one of two ways</p> <p>I can explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>I can use a condition in an ‘if...then...else...’ statement to produce given outcomes</p> <p><u>Data and information – Flat-file databases</u></p> <p>I can explain that a computer program can be used to organise data</p> <p>I can choose different ways to view data</p>

	<p>I can outline how ordering data allows us to answer some questions</p> <p>I can ask questions that need more than one attribute to answer</p> <p>I can choose which attribute and value to search by to answer a given question (operands)</p> <p>I can choose which attribute to sort data by to answer a given question</p> <p>I can choose multiple criteria to search data to answer a given question (AND and OR)</p> <p>I can select an appropriate graph to visually compare data</p> <p>I can choose suitable ways to present information to other people</p>
Geography	<p><u>Sustainable World</u></p> <p>I can identify and explain how renewable and non-renewable resources are used</p> <p>I can identify different sources of food, explain why food production is sometimes harmful to the planet and know what sustainable farming is.</p> <p>I can describe what economic minerals are and explain where they can be found and how we use them.</p> <p>I can explain what sustainability is and how we can explain how we can globally reduce our carbon footprint including food waste and energy</p> <p>I can suggest ways in which cities can become more sustainable</p> <p>I can use the eight points of a compass, four and six figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world.</p>
History	
Art	<p><u>Set Design</u></p> <p>I can explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> <p><u>Mixed Media Land & City Scapes</u></p> <p>I can explore how artists use a variety of media to capture spirit of the place.</p>

DT	<p><u>Eat the Seasons</u></p> <p>I know that certain foods grow in certain seasons and how it contributes to a healthy diet.</p> <p>I can design a savoury dish.</p> <p>I can prepare and cook a savoury dish using a range of cooking techniques.</p> <p>I can evaluate my savoury dish and make amendments to make it better.</p>
Music	<p><u>Make You Feel My Love (Spring 1)</u></p> <p><u>The Fresh Prince of Bel-Air (Spring 2)</u></p> <p>I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.</p> <p>I can play melodies by ear and improvise</p> <p>I can play the glockenspiel along to all the songs we sang this year.</p> <p>I can I used notated music.</p> <p>I can explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.</p> <p>I can appreciate and understand high quality music, both live and recorded.</p> <p>I can recognise and describe music and musical instruments from different periods in history.</p> <p>I can musical vocabulary to explain some of the reasons why a piece of music might have been composed.</p> <p>I can improvise and notate musical phrases to develop compositions.</p> <p>I can maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</p> <p>I can maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)</p> <p>I can create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).</p> <p>I can perform from simple notation on tuned/untuned instruments.</p>

R.E	<p><u>Why do Christians believe that Jesus was the Messiah?</u></p> <p>I can explain what the bible says about Jesus being the Messiah.</p> <p>I can consider where incarnation fits into the Big Story of the Bible.</p> <p>I can list qualities a savior would need.</p> <p>I know who the prophets were and what they said about Jesus being the Messiah.</p> <p>I can understand why people wanted a savior.</p> <p><u>Why is the Torah so important to Jews?</u></p> <p>I can explain what the Torah is.</p> <p>I can explain how the Seder meal has changed.</p> <p>I can describe content seen inside the Holy Book.</p>
P.E	<p><u>Swimming</u></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p><u>Real PE – Health and Fitness (Spring 1)</u></p> <p>Coordination: Sending and Receiving</p> <p>I can simultaneously pass a large ball along the floor with my feet and throw a tennis ball for 10 continuous passes.</p> <p>I can keep 3 tennis balls going in a throwing circuit for 30 seconds.</p> <p>Agility: Ball Chasing</p> <p>I can stand facing a partner, ask them to feed a ball over my head, then turn and catch it after 1 bounce.</p> <p>I can stand facing away from a partner, ask them to feed a ball over my head, react and catch it after 1 bounce.</p>

MFL	<p><u>Listening</u></p> <p>I can listen more attentively and for longer.</p> <p>I can understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p><u>Speaking</u></p> <p>I can communicate on a wider range of topics and themes.</p> <p>I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p><u>Reading</u></p> <p>I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>I can increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p><u>Writing</u></p> <p>I can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>I can learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>
PSHE	<p><u>How can we help in an accident or emergency? – First Aid Course</u></p> <p>I know to how carry out basic first aid including burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p> <p>I know that if someone has experienced a head injury, they should not be moved.</p> <p>I can recognise when it is appropriate to use first aid and the importance of seeking adult help.</p> <p>I know to remain calm in an emergency and not to panic.</p> <p><u>How can friends communicate safely?</u></p> <p>I can recognise the different types of relationships people have in their lives.</p>

	<p>I can recognise how friends and family communicate together.</p> <p>I can recognise how knowing someone online differs from knowing someone face-to-face</p> <p>I can recognise risks in relation to friendships and keeping safe.</p> <p>I know the types of content that is safe to share online, ways of seeking and giving consent before images or personal information is shared with friends or family.</p> <p>I can recognise how to respond if a friendship is making me feel worried, unsafe or uncomfortable.</p> <p>I can recognise how to ask for help or advice and response to pressure, inappropriate contact or concerns about personal safety.</p>
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