

<p>Writing</p>	<p>Fiction: Lost and Found Non-fiction: Explanation writing Model Text: Who’s There?</p> <p>Handwriting:</p> <ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed <p>Composition:</p> <ul style="list-style-type: none"> Core toolkit: suspense To move beyond the cliché and show a core understanding of ‘unknowns’ & role of suspense in all narratives. To integrate dialogue to convey character and advance the action. To build cohesion through linking ideas across sentences and paragraphs. To innovate by changing the setting and lost thing; imply suspense <p>Transcription:</p> <ul style="list-style-type: none"> Use a range of devices to develop cohesion such as: conjunctions and fronted adverbials Continue to use a dictionary to check spellings. Proof read to check for common punctuation mistakes
<p>Reading Class texts:</p>	<p>Class Texts: The Red Tree and Skellig</p> <ul style="list-style-type: none"> To use dictionaries to check the meaning of words. To discuss words and phrases that capture the reader’s interest and imagination. To check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. To use visualisation and other sensory responses to deepen understanding of the text. To ask questions based on the content that has been explored within a text. To draw inferences such as characters’ feelings, thoughts and motives from their actions, justifying evidence. To predict what might happen from details stated and implied.
<p>SPaG</p>	<ul style="list-style-type: none"> To revise words with the following endings: -ly; including: apparently, awkwardly, definitely, desperately, especially, immediately, sincerely, sufficiently To revise words with double consonants; including: accommodate, accompany, according, aggressive, appreciate Revise some common homophones including ‘they’re’, ‘there’ and ‘their’ and ‘your’ and ‘you’re’ To spell words with the following endings: -able, -ably, including: achievable, available, recognisable To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. To use punctuation of parenthesis using commas to add in extra information.
<p>Mathematics</p>	<p>Arithmetic</p> <ul style="list-style-type: none"> To know the value of each digit in numbers up to 1,000,000 and identify a missing part in standard partitioning (e.g. $1000 + _ + 20 + 4 = 1324$) To know how to count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 To know and quickly recall multiplication and division facts for multiplication tables up to 12×12 <p>Number: Place Value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

	<ul style="list-style-type: none"> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Problem Solving Visualising and reasoning logically.</p>
Science	<p>Forces</p> <ul style="list-style-type: none"> To know that a force causes an object to start moving, stop moving, speed up, slow down or change direction. To know that Gravity is a pulling force that acts at a distance. To know that everything is pulled to the Earth by gravity. This causes unsupported objects to fall. To know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To know how to identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To know how to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. To be able to discuss Isaac Newton’s contribution to the discovery of gravity.
History	<p>Canterbury - Thomas Becket & Monarchy (trip to Canterbury Cathedral October 6th)</p> <ul style="list-style-type: none"> To know that Thomas Becket was chancellor to King Henry II and was very powerful. To know that Thomas Becket and King Henry became good friends and the king chose Becket as his new archbishop of Canterbury. To know that as the Archbishop of Canterbury, Becket became the leader of the Roman Catholic Church in England. To know that Becket often took the side of the church (wanting to increase its power and influence) rather than the king, causing many disputes. To know that Becket was killed by four of the king’s knights in 1170. To know that Christians were shocked by Becket’s murder and the pope made him a saint of the Roman Catholic church. To know that for centuries after Becket’s death, many people made pilgrimage to Canterbury Cathedral. To know that Becket was seen by many as a martyr – someone who was willing to die for his religious beliefs. To know that Becket’s shrine was in Canterbury but was destroyed by order of Henry VIII during his reign.
Religious Education	<p>Why do some people believe god exists?</p> <ul style="list-style-type: none"> The terms theist, atheist and agnostic and give examples of what their beliefs are. To have a Christian understanding of what God is like, using examples and evidence. (God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). To explain how believing in God is valuable in the lives of Christians. To understand that factors such as family background; religious experience or had prayer answered Affect their beliefs or not in God. To express thoughtful ideas about the impact of believing or not believing in God on someone’s life. To explore the creation story as a belief in the power of God. About the lives of scientists that are also Christians (Jennifer Wiseman, John Polkinghorne, Denis Alexander).
Physical Education	<p>Football</p> <ul style="list-style-type: none"> To use dribbling to change the direction of play with some control under pressure. To dribble with feet with some control under increasing pressure. To use a variety of throwing techniques with some control under increasing pressure. To use a variety of kicking techniques with some control under increasing pressure. To catch and intercept a ball using one and two hands with some success in game situations. To receive a ball using different parts of the foot under pressure with increasing control. To strike a ball using a wider range of skills. Apply these with some success under pressure. To use a variety of techniques to change direction to lose an opponent. To create and use space for self and others with some success.

	<ul style="list-style-type: none"> To understand the need for tactics and can identify when to use them in different situation <p>Dance</p> <ul style="list-style-type: none"> To accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. To choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. To confidently perform choosing appropriate dynamics to represent an idea. To use counts accurately when choreographing to perform in time with others and the music.
RSHE	<p>Relationships</p> <ul style="list-style-type: none"> To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret. The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. To recognise and manage 'dares' and to be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. That peer pressure or a desire for peer approval is not a reason to do something that they feel is unsafe or which makes them feel uncomfortable. To recognise and challenge stereotypes. To recognise ways in which relationships –including family relationships and friendships- can be unhealthy, how to manage these situations and whom to talk to if they need support.
Art	<p>Human Form (Abstract art)</p> <ul style="list-style-type: none"> That Theo Van Doesburg's 1916 painting 'Dancers' is an art in the style of Constructivism. This style originated in Russia beginning in the early twentieth century and aimed to reflect modern industrial society. The movement rejected decorative stylization in favour of the industrial assemblage of materials. Constructivist art was often used for propaganda and social purposes, though gradually expanded into use in architecture, sculpture, graphic design, industrial design, theatre, film, dance, fashion and even music. That constructivism relies heavy on use of a few bold colours and distinct shapes put together to create a scene or depict a person. There is very little detail and does not look realistic – it is abstract art. That form in art is where you use shape or composition to express a feeling or meaning. It can also express movement or rhythm. That shape in art is the specific physical form taken by the art. These shapes can be geometric or freeform. Form and shape are related. That composition is the term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect.
Computing	<p>Online Safety and search engines</p> <ul style="list-style-type: none"> To explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information. To suggest that things online aren't always true and recognise what to check for. To explain why keywords are important and what TASK stands for, using these strategies to search effectively. To recognise the terms 'copyright' and 'fair use' and combine text and images in a poster. To make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.
Spanish	<p>Do you have a pet? – ¿Tienes una mascota?</p> <ul style="list-style-type: none"> To learn the nouns and indefinite articles for 8 common pets. To learn how to ask somebody if they have a pet and give an answer back. To learn how to say in Spanish what pet we have/do not have and give our pet's name. To start to use the simple conjunctions y (and) and pero (but) to make more complex and interesting sentences. To learn how to conjugate in the first person the following high frequency verbs: 'tener', 'ser' and 'vivir'



Medium Term Plan Year 5 – Term 1 – 2022/23

Music	Ukulele (Term 1 and 2) <ul style="list-style-type: none">• To know the ukulele is a stringed instrument of Portuguese origin, popularised in Hawaii.• To know the names of the strings are numbered 1 2 3 and 4 and named A E C and G• To know that a ukulele requires regular tuning.• Know how to form the chords C, G and F• To know that a drone is a sustained tone over which a melody is played, often found in Folk music.• To know that a groove is a pattern of repeating rhythms which defines the feel of a song or piece of music.• To know that fortissimo means very loud.• To know that pianissimo means very soft.• To know that mezzo piano means moderately soft.
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