

<p>Writing</p>	<p>Non-fiction: Information Text Fiction: Defeat the Villain Model Text: The Grey Wolf</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Revisit how to form capital letters, ascenders and descenders. • Join letters individually and in context focussing on the 'washing line' joins <p>Composition:</p> <ul style="list-style-type: none"> • Write an engaging hook. • Turn bare facts into paragraphs. • Use expert quotations to reinforce facts • Use topic sentences to introduce each new paragraph. • Ensure that writing is cohesive through the use of adverbials and causal language <p>Transcription:</p> <ul style="list-style-type: none"> • Organise and order paragraphs around themes • Use sentence signposts and generalisers to guide the reader. • Accurately use and punctuate quotations • Use multi-clause sentences (e.g. embedded clauses)
<p>Reading Class texts:</p>	<p>Class Texts: Wolf Brother</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words. • Discuss words and phrases that capture the reader's interest and imagination. • Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. • Use visualisation and other sensory responses to deepen understanding of the text. • Ask questions based on the content that has been explored within a text. • Draw inferences such as characters' feelings, thoughts and motives from their actions, justifying evidence. • Predict what might happen from details stated and implied.
<p>SPaG</p>	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use semicolons, colons or dashes to mark boundaries between independent clauses • Use a colon to introduce a list • Recognise vocabulary and structures that are appropriate for formal speech and writing • Use of dictionary and thesaurus. • Spell words with the following endings: -able, -ably • Spell words with the following endings: -ible, -ibly, • Spell words with the following endings: - cious,-tious
<p>Mathematics</p>	<p>Arithmetic</p> <ul style="list-style-type: none"> • know how to multiplying together three numbers • know how to multiply and divide numbers mentally drawing upon known facts • know how to solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number • know how to add and subtract fractions with the same denominator and denominators that are multiples of the same number To know how to multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two digit numbers • know how to solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Number: Multiplication and Division</p>

	<ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts. • Multiply and divide whole numbers by 10, 100 and 1000. • Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19 <p>Number: Fractions</p> <ul style="list-style-type: none"> • Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number <p>Problem Solving</p> <ul style="list-style-type: none"> • working backwards • working systematically
<p>Science</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> • Know the Sun is a star, which is at the centre of our Solar System. • Know there are 8 planets in our Solar System (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). These travel around the Sun in fixed orbits. Pluto is a dwarf planet. • Know the first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune). There are also asteroids, meteoroids and comets in the Solar System. • Understand the Solar System is in a galaxy called the Milky Way. The galaxy is in the universe. • Know Earth takes $365\frac{1}{4}$ days to complete its orbit around the Sun. Because of the extra quarter day it takes to orbit the Sun, every four years on Earth is a leap year. • Understand the Earth rotates (spins) on its axis every 24 hours. As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky but the Earth's rotation causes day and night. Different parts of the Earth experience daylight at different times - this means that it is morning, afternoon and night in different places. This is also the reason why we have time zones. As the Earth rotates, shadows that are formed change in size and orientation. The Earth's tilt causes the seasons. • Know the Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical. The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the Moon. • Understand the Moon has different phases depending on where it is in its orbit and the Moon's gravity causes high and low tides.
<p>Geography</p>	<p>World Zones</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • How to use longitude and latitude lines to discuss position of different areas in terms of how far N, S, E or W it is. • About latitude and longitude- imaginary lines to help locate where a place is in the world. • That the Equator is at the centre of the lines of latitude and is at 0° latitude. • That anything lying south of the Equator is in the Southern Hemisphere Anything lying north of the Equator is in the Northern Hemisphere.

	<ul style="list-style-type: none"> • That the region of Earth’s surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. The line called the Tropic of Capricorn marks the southern edge. • That areas closest to the Equator are the wettest, and rainforests cover the land. • That two of Earth’s big deserts, the Sahara and the Kalahari, lie on the edges of the tropics. • That the line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere. Anything lying west of the Greenwich Meridian is in the Western Hemisphere. • That time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole. • That time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK. • That the world is divided into 24 different time zones. One for each hour in a day. • That the Arctic (in the North) and Antarctic (in the South) are the coldest regions in the world.
<p>Religious Education</p>	<p>Term 2 and 3 What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?</p> <ul style="list-style-type: none"> • Understand how Jesus teachings can affect our lives today – in school, work, family and the community. • What Jesus saw as his mission? (Luke 4:18–19). • Jesus teachings around – love (Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48); forgiveness (forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35); justice and fairness (the sheep and the goats, Matthew 25:31– 46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39– 42); generosity and not being greedy (the vineyard workers, Matthew 20:1–16; widow’s offering, Mark 12:41–44; the rich young man, Mark 10:17–27). • Use Jesus parables to say how Christians might live today. • About the ‘kingdom of God’, where people live the way God wants people to live (e.g. mustard seed, Mark 4:30–32; hidden treasure, Matthew 13:44–46; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). • Form an opinion on how Jesus might solve moral dilemmas today. • Say if Jesus’ demands are impossible: is this true, and if so, is it worth aiming for them or not?
<p>Physical Education</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Use a variety of throwing techniques including fake passes to outwit an opponent. • Select and apply the appropriate kicking technique with control. • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Confidently change direction to successfully outwit an opponent. • Effectively create and use space for self and others to outwit an opponent. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these. <p>Fitness</p> <ul style="list-style-type: none"> • To run at the appropriate speed over longer distances or for longer periods of time. • To show control at takeoff and landing in more complex jumping activities. • To perform a range of more complex jumps showing some technique. • To show accuracy and power when throwing for distance. • To demonstrate good balance and control when performing other fundamental skills.

	<ul style="list-style-type: none"> • To demonstrate improved body posture and speed when changing direction. • To co-ordinate a range of body parts at increased speed.
RSHE	<p>Relationships</p> <ul style="list-style-type: none"> • 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. • 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. • Recognise and challenge stereotypes.
DT	<p>Decorative Light box</p> <ul style="list-style-type: none"> • Identify a number of ways a sign may be illuminated • Consider the purpose of illuminated signs • Make simple circuits with one or more bulbs, considering how some components may be hidden. • Suggest some problems with using traditional, incandescent bulbs in products • Suggest some aesthetic and practical reasons for using LED's instead • Construct a simple circuit with an LED and other components. • Design and make an illuminated sign for a given purpose (using LEDs and scrap materials) • To identify potential audiences and purposes for a light-box sign • Suggest practical considerations about how to fit essential components in/on a product • Consider tools and techniques they may need to use when constructing a light-box of their own design. • Consider ways in which electrical components in a simple circuit can be partially 'hidden' inside products to make them more attractive • Develop and draw designs for their own decorative, light-box style sign (using Thinkercad software) • Effectively and safely cut balsa wood, cardboard, polystyrene and thick card using a retractable and lockable box cutter knife (See Risk assessment) • Effectively and safely use a strong adhesive to bond materials together • Consider the pros and cons of using different materials (either using 'new' or 'scrap' DT materials) • Identify ways in which their existing designs could be adapted for the materials available • Select appropriate tools and materials for constructing their light-box • Effectively and safely cut electrical wires with a wire cutter • Effectively and safely strip wires with a wire stripper • Select and use appropriate tools, materials and components to construct a circuit • Decide on an appropriate way to fit electrical components inside their design • Construct a simple switch using scrap materials, drawing pins, paper clips, etc... • Include a simple switch inside their finished decorative light-box to make the design more permanent • Identify what they did well and ways in which they could improve their light-box in the future.
Music	<p>Ukulele (Term 1 and 2)</p> <ul style="list-style-type: none"> • Know the ukulele is a stringed instrument of Portuguese origin, popularised in Hawaii. • Know the names of the strings are numbered 1 2 3 and 4 and named A E C and G • Know that a ukulele requires regular tuning. • Know how to form the chords C, G and F • Know that a drone is a sustained tone over which a melody is played, often found in Folk music.



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	<ul style="list-style-type: none">• Know that a groove is a pattern of repeating rhythms which defines the feel of a song or piece of music.• Know that fortissimo means very loud.• Know that pianissimo means very soft.• Know that mezzo piano means moderately soft.
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