

Year: 5

Term: 1

Topic : MI5 Mission Survive

| | Week 1 w/b | Week 2 w/b | Week 3 | Week 4 | Week 5 | Week 6 BOOK WEEK | Week 7 |
|---------|--|---|---|--|--|---|---|
| | <p>NON-FICTION UNIT: NON-CHRONOLOGICAL REPORTS TEXTS</p> <p>Complete Cold Task – Non-chronological reports</p> <p>IMITATION</p> <p>Model Text (500 words max!) – pull out features and create Toolkit.</p> <p>Text map created and oral telling of text to internalise text.</p> | <p>IMITATION and INNOVATION</p> <p>Box up model text and use to create own plan for scaffolded writing.</p> <p>Begin the first half of own non-chronological reports using shared write/write technique.</p> <p>RE LINK : write non-chronological report on religion Islam by recapping main features of the religion (Gods, Place of Worship, Holy book, Important people etc)</p> | <p>INNOVATION CONT</p> <p>Continue shared write/write of scaffolded explanation text. (Islam text)</p> <p>Edit and redraft.</p> | <p>INVENTION</p> <p>PLAN and write another non-chronological report about Spies (LINK TO COMPUTING AND READING: Stormbreaker). Shared write/write used to model focus SPAG for week.</p> | <p>INVENTION CONT</p> <p>Spend whole week focusing on editing and redrafting spy gadgets non-chronological reports. Polish for display??</p> | <p>NARRATIVE FOCUS for book week: RAILWAY CHILDREN.</p> <p>Story writing: bravery story. Characterisation focus. Link back to Stormbreaker – Alex is brave character. Also link in traits like quick-thinking and use of initiative.</p> <p>Edit and redraft.</p> | <p>NARRATIVE FOCUS for book week:</p> <p>Complete Hot Task – Non-chronological report.</p> <p>Take part of the story when the children need to stop the train (due to landslide). Continue story from this point.</p> <p>Allow time for some editing.</p> |
| | <p>Extended writing opportunity: Complete Cold Task – Non-Chronological report</p> | <p>Extended writing opportunity:</p> | <p>Extended writing opportunity:</p> <p>Final version of Islam non-chronological report.</p> | <p>Extended writing opportunity:</p> | <p>Extended writing opportunity:</p> <p>Spies Non-chronological report.</p> | <p>Extended writing opportunity: Complete Hot Task – Non-chronological report.</p> | <p>Extended writing opportunity:</p> <p>Continuation of Railway children story (see above).</p> |
| Reading | <p>Focus Text: Non-chronological reports</p> <p>Look at model text: identify audience and purpose. Annotate key features of genre. Look at a range of other non-chronological report texts – focus on summarising main themes of paragraphs/sections.</p> | <p>Stormbreaker:</p> <p>Chapters 1 and 2</p> <p>Inference skills to pick apart chapter 1, ‘Funeral Voices’. Find evidence in the text to support a view (chapter 2- looking for suspicious moments).</p> <p>Home learning : 3 and 4</p> | <p>Chapters 5 and 6</p> <p>Make inferences about characters (Blunt and Alex – recap chapter 3). Inferences about character behaviour (Alex kicking Wolf off plane, chapter 6).</p> <p>Home learning : 7 and 8</p> | <p>Chapters 9 and 10</p> <p>Focus on summarising chapters, being more concise when doing so. At end of chapter 10, ask children to ‘de-brief’ like spies, summarising the main events.</p> <p>Answer retrieval and inference based questions.</p> <p>Home learning : 11 and 12</p> | <p>Chapters 13 and 14</p> <p>Clarify questions that have been raised (and so far left unanswered) in the book so far. Ask ‘spies’ to consider the clues they have been left so far. Make predictions.</p> <p>Re-consider character Sayle once he has revealed his plan (chapter 13).</p> <p>Home Learning: 15 and 16</p> | <p>Chapter 17</p> <p>Summarise main event in last chapter, make links as to how this concludes the story line.</p> <p>BOOK WEEK: OLIVER TWIST</p> <p>Comprehension based activities on Oliver Twist. Focus on revising reading skills for this term: Retrieval, inference and summarising.</p> | <p>Continuation of Oliver Twist (Book week)</p> <p>Comprehension based activities on Oliver Twist. Focus on revising reading skills for this term: Retrieval, inference and summarising.</p> |
| SPAG | <p>Revise common Year 3 & 4 spelling patterns including: double consonants</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> | <p>Revise common 3& 4 spelling pattern: -ly suffix</p> <p>Look at examples in Stormbreaker. Relative clauses: write own.</p> | <p>Revise common Year 3 & 4 spelling patterns including: homophones</p> <p>Introduce: dashes, brackets and commas for parenthesis (in Stormbreaker).</p> <p>Relative clauses: edit and punctuate.</p> | <p>Revise common Year 3 & 4 spelling patterns including: homophones cont.</p> <p>Looking at subordinating clauses without the relative pronouns who, which, where when etc.</p> | <p>Revising dropping the ‘e’ when adding suffixes –ing, -ly, -ed etc.</p> <p>Clauses in different places within a sentence i.e. to open sentence/ end a sentences/add detail within a sentence.</p> | <p>Spell words with the following endings: -able, -ably</p> <p>Clauses in different places within a sentence i.e. to open sentence/ end a sentences/add detail within a sentence.</p> | <p>Converting nouns or adjectives into verbs using suffix –ate</p> <p>Paragraphing to move a story forward (Chapter 10, Stormbreaker).</p> |
| Maths | <p>Number – place value</p> <p>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Use dienes blocks and pictorial version of to compare numbers.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> | <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Human number lines as a concrete resource. Visual resources such as number lines and thermometers.</p> | <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. MI5 code breaking using Roman Numerals. LINK TO READING AND COMPUTING.</p> <p>Solve number problems and practical problems that involve all of the content covered so far. Use thinking blocks for</p> | <p>Number- addition and subtraction</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Use</p> | <p>Continuation of written addition and subtraction. Reasoning about missing numbers within column addition and subtraction method to show deeper understanding.</p> | <p>Revise rounding to the nearest 10, 100, 1000, whole number and 1dp. TALK FOR MATHS: ORAL TELLING OF ROUNDING RULES. Use human (concrete) and visual number lines to support understanding of why numbers are rounded up or down.</p> <p>Use rounding to check</p> | <p>Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why. Thinking blocks to support.</p> <p>Link back to using rounding to check answers.</p> |

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| | <p>Use human number lines, pictorial number lines or squares to support.</p> <p>Round any number up to 1,00000 to the nearest 10, 100, 1000, 10000 and 100000 . Use pictorial number line resources.</p> | | worded problems. | dienes blocks and pictorial version to support. | | answers to calculations and determine, in the context of a problem, levels of accuracy. | |
| Science | <p>Pre- unit Rising Stars Diagnostic to be completed.</p> <p>Properties of solids, liquids and gases.</p> <p>Warm up – sort by classifying different items, explaining reasoning(examples: electrical conductors/insulators; solids/liquids/gases; transparency; magnetic/ not magnetic etc).</p> <p>Draw diagrams to show particles in solids, liquids and gases.</p> <p>(COLLECT FRUIT SHOOT BOTTLES FOR WEEK 3)</p> | <p>Dissolving and Mixing</p> <p>Demonstrate mixing sand with water as a reversible change (filtering / sieving).</p> <p>Mix sugar and water until it dissolve to form a solution. How could we investigate how the temperature of the water aids the dissolving? Plan for a fair test.</p> <p>Is it reversible? How? Set up a sugar crystals experiment and leave by window for a few days.</p> | <p><u>Reversible/Irreversible changes</u></p> <p>Look at mixing vitamin tablets in water – chemical reaction (link to particles and atoms). Crazy Science Lab scientists (from term 3's Children's University) to share rocket experiment. Reversible/irreversible?</p> <p>Model mixing plaster of paris – reversible / irreversible?</p> <p>Vinegar and bicarbonate of soda - reversible / irreversible?</p> <p>Effects of burning - reversible / irreversible?</p> <p>Record with labelled diagrams, stating if each test was reversible/irreversible.</p> | <p>TASC investigation- stood on a desert island, have found dirty water (sand, stones, mud, salt etc)- how can I make it drinkable?</p> <p>Plan and do.</p> | <p>TASC investigation continued.</p> <p>Develop conclusion skills:</p> <p>- decide whether results support prediction; recognise and make predictions from patterns in data and suggest explanations for these using scientific knowledge and understanding; interpret data and think about whether it is sufficient to draw conclusions.</p> | <p>Thermal insulators</p> <p>Put warm water in 3 cups made of different materials. How could we see if the material of the cup affects the temperature of the water over time? Collect data In groups.</p> <p>Plenary – whole class experiment testing thermal conductors (butter on different spoons experiment).</p> | <p>Thermal insulators cont.</p> <p>Present results for last lesson's experiment in line graphs. CROSS-CURRICULAR MATHS LINK</p> <p>End of unit Rising Stars assessment.</p> |
| RE | | <p>ENGLISH LINK: Recap main features of Islam religion, including: Gods, Place of Worship, Holy book, Important people etc. Use this to write Non-chronological report in English writing session.</p> | <p>Prophet Muhammad – read the story of Muhammed and discuss meanings. CROSS-CURRICULAR LINK - READING</p> <p>Write a job application for an Imam identifying the role and the qualities needed to become an Imam.</p> | <p>The Mosque: identify the different parts of the mosque and the different ritual.</p> <p>Write up as a non-chronological report.</p> <p>Do as English in morning & afternoon.</p> | <p>How do Muslims show their religion is important to them? What rituals and symbolisms help them?</p> <p>Look at Muslim prayer / leading a Muslim life.</p> <p>PSHCE/ P4C – What is important to you and how do you show this in your lifestyle? What do you value in your life and how this is different to that of some Muslims.</p> | <p>The death rituals of a Muslim.</p> <p>What are the differences between the treatment of the dead between Christianity and Islam and Judaism?</p> <p>PSHCE/P4C- Dealing with grief.</p> | <p>What are the 5 pillars of Islam? Which of these have we discussed so far, how do they look in the day-to-day life of a Muslim.</p> <p>MS. NURMI TALK ABOUT ISLAM (covering areas taught this term in a little more depth, referring to her own personal experiences as a Muslim)</p> |

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| Indoor PE | Gymnastics: develop flexibility, strength and technique. Using Mission Impossible theme tune, move to music. | Points of contact Introduce 2, 3,4 as individual activity. Then do it in pairs and as small groups. A child is to travel under the points of contact. How many journeys can they make? | Means of travel – symmetrical at different levels (crab walking, rolling and skipping, forward rolls, cartwheels etc) Work in pairs | Means of travel – over and under and through the apparatus. Star jumps, peak jumps etc | Use of ropes and wall apparatus. The rest mat based | Working in groups to create a performance using travelling and simple gymnastic skills to the music Mission Impossible. | Performance of each groups- sharing with both classes and evaluation. |
| Outdoor PE | Tennis: Nimble Nets: racket control, competitive techniques. (See Rising Stars for individual lesson plans.) Ball skills – throwing and catching | Nimble Nets (Tennis) Revise skills at hitting the tennis ball, looking at good technique for forehand and backhand. | Look at the drop serve and returning the ball to maintain a rally. Recap techniques discussed last week. | Focus on backhand skills, marking the backhand area on the court. Apply this to a game with 4 children rallying to score points. | Learn the ‘approach shot’. Learn about the scoring system in singles tennis. | Introduce the over-head serve. | Learn about the scoring system for a doubles game. Apply all learnt skills to play a game of doubles. |
| Computing | Semaphore Discuss how people communicated prior to invention of phone (HISTORY LINK). Introduce semaphore as a means of using flags codes to make up messages. Decode hidden messages. Attempt creating own. Discuss link between how routers pass on data packets.(See step 2 from unit 3.4 <i>We are network engineers</i>) | Morse Code Use torches to pass messages. Introduce Morse code as a binary code (one that uses only two symbols). Decode hidden messages in morse code. Draw parallels with the internet, emphasising that on/off electrical signals form the basis of communication at the hardware level, although different to Morse. | Caesar cipher. Become spies to transmit secret messages How could you make your message secret? Discuss use of a cipher (i.e. shifting each letter of the code along one, e.g. HELLO becomes IFMMP). Decode message on unit poster. Use encrypt script in Scratch project. Show how cipher can be changed. Decode message in ‘The Black Chamber’ (see unit resources). How did you manage to decipher? Create own ciphers. Look at how scratch can create random substitution ciphers. | | Security on the web Use the example of multiplying prime numbers (see Switch on unit plans). Explain that computer scientists use similar methods to encrypt websites. Show pupils how to check the security certificates on web pages and discuss warning messages that their browser may display if it has doubts about whether encrypted pages are to be trusted. Password security (e-safety link) Consider web-based resources that use passwords. Make clear these are the only way they can prove their identity online. Consider consequences of someone finding out their password. Use the pass-word guessing script in http://scratch.mit.edu/projects/11939624 starting with 3, then 4 and 5 letter passwords. What makes a good password? | | |
| History | NO HISTORY THIS TERM DUE TO BLOCKING HISTORY/GEOGRAPHY | | | | | | |
| Geography | Sustainability: What do we need? To explain what settlers need | Sustainability: Where does our power come from? To explain how electricity is generated and distributed (Dungeness) | Sustainability: Renewable/ non-renewable energy | Sustainability: To explain where our food comes from (food miles) | Sustainability: To understand the importance of conserving food, water and energy supplies. | Sustainability: To understand that access to natural resources varies in different countries across the world. | Geography Enrichment Day 1 : Shanghai |
| PSHE/P4C | Honesty Get into groups of 6. Each group has a full set of 6 honesty cards. Read your cards out to the group. | Drama/Art: Get into pairs. In a few mins. work out a situation where you have to show honesty. Act out a situation together. Is there a time when you shouldn't be honest? Link Stormbreaker. | Appreciation Books: Each child will have a small $\frac{1}{2}$ A 5 booklet. Front cover - write their names and draw a picture with the date. Object is to write anomalously a small positive statement about the person who's book it is. | Friendship recipes | Make a list of all the groups and communities they belong to, eg school, family, sports team, out-of-school club, religious community. What is our school community like? Positive and negative. | Dealing with grief- memory boxes. | |
| Art | | | ARTIST STUDY: Pop art: Andy Warhol and Frida Kahlo – sketchbook page. | ARTIST STUDY: Pop art: Andy Warhol and Frida Kahlo – Spy themed pop art. Planning/ skill development lesson using acrylic paint & blending – experiment. | ARTIST STUDY: Pop art: Andy Warhol and Frida Kahlo – create a piece of spy themed pop art – CT to buy canvas out of YR5 budget. | ARTIST STUDY: Pop art: Andy Warhol and Frida Kahlo – create a piece of spy themed pop art | |
| DT | NO DT THIS TERM DUE TO BLOCKING DT/ART | | | | | | |

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| Music | | Brass instructor: Listening and responding. Musical score. | Brass instructor: Listening and responding. Musical score. | Brass instructor: Listening and responding. Musical score. | Brass instructor: Listening and responding. Musical score. | Brass instructor: Listening and responding. Musical score. | Brass instructor: Listening and responding. Musical score. |
| Spanish | Revise numbers 1-50 | Revise telling the time. | Spanish spy decoding: reading written Spanish about telling the time and numbers. | <p>Begin El Carnaval de los animales.</p> <p>MUSIC LINK Play Saint-Saens' Carnival of the animals: what animals do you think are being represented by which instruments. What kinds of movements might these animals be doing?</p> <p>Speaking focus: Introduce names of the following animals: el león, el gallo, el canguro, el pez, el cuco, el elefante, el burro, el pájaro, la Tortuga, la gallina, el cisne</p> | <p>Revise pronunciation of animals introduces last week.</p> <p>Play Repetid si es verdad (Repeat if what teacher says relates to picture pointing to on IWB, stay silent if not).</p> <p>Play Name that Tune in two teams, asking the question: ¿Qué animal es? As you play first two bars of music for each animal in the song. Children respond in Spanish.</p> | <p>Listening/Reading focus.</p> <p>Play song Los tres pollitos:</p> <p>Can children pick out which animal this is about (a hen)? Any other words they recognise?</p> <p>Show written version- annotate known words.</p> | <p>Revise animals vocab.</p> <p>Revise Spanish colours.</p> <p>Using the above vocab, describe animals.</p> <p>Play Pictionary game. E.g. Una Tortuga verde (children draw a green tortoise).</p> <p>Extend using the words: rápido, lento, grande, pequeño, fuerte, (fast, slow, big, little, strong)</p> |
| British Values | | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-linked heavily to R.E. (Islam) | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-linked heavily to R.E. (Islam) | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-linked heavily to R.E. (Islam) | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-linked heavily to R.E. (Christianity- Harvest) | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-linked heavily to R.E. (Islam) | MS. NURMI TALK ABOUT ISLAM (covering areas taught this term in a little more depth, referring to her own personal experiences as a Muslim) |