



Medium Term Plan
Term 1 2019
Year 5
Adapt to Survive

Blooms Adapt to Survive (Sustainability- How can we save our planet?)	Hook Geocaching/Orienteering in the school grounds
Writing Genre: Non-chronological report	<ul style="list-style-type: none"> • Non-Fiction – non-chronological report • Paragraphs • Relative clauses • Use of topic sentences • Book Week – free style writing around 'The Hobbit'
Reading	<ul style="list-style-type: none"> • Class Text: '<i>Stormbreaker</i>' by Anthony Horowitz • Word reading and vocabulary • Comprehension and meta-cognition, questioning • What is meant by visualisation, with a focus on the five senses
SPAG	<ul style="list-style-type: none"> • Pre-taught vocabulary needed for Non-chronological report • Revise common Year 3 & 4 spelling patterns including: -ly, double consonant, homophones • Spell words with the following endings: -able, -ible • Converting nouns or adjectives into verbs using suffixes [for example, -ate] • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use of commas to clarify meaning or avoid ambiguity
Maths	<ul style="list-style-type: none"> • Place value – numbers to 1,000,000 • Roman numerals • Addition and Subtraction • Rounding • Statistics – reading tables and creating graphs to analyse data • Arithmetic – times tables practice, addition and subtraction, noticing patterns and making links
Science	<ul style="list-style-type: none"> • Materials and their properties: solids, liquids and gases • Separating mixtures & changing states of matter • Some science taught through Maths: Statistics unit • Reversible and irreversible changes • Thermal insulators • Cooking: Baking a variety of scones
Geography	<ul style="list-style-type: none"> • Sustainability: What do we need? Where does our power come from? • Renewable/ non-renewable energy • To know where our food comes from (food miles) and the importance of conserving food, water and energy • How to access natural resources across the world • How we can save our planet
Computing	<ul style="list-style-type: none"> • E safety (to be also planned across/throughout the whole curriculum) • Code breaking: use of semaphores and Morse code • Caesar Cipher and the understanding of how spies use technology to send signals
Art	<ul style="list-style-type: none"> • Pop Art: Andy Warhol – Spy themed pop art • Acrylic paints, blending paint skills • Use of Canvas • Frida Kahlo style sketching • Develop use of sketchbook for recording and revisiting ideas; to show progression of a piece of work
PE	<ul style="list-style-type: none"> • Indoor – Gymnastics: develop flexibility, strength and techniques • Outdoor – Tennis: racket control, competitive techniques
Music	<ul style="list-style-type: none"> • Learning how to play Brass instruments (trumpets and trombones), including understanding how to read music
RE	<ul style="list-style-type: none"> • To explore why people believe in God and why others do not, what Christians believe about God • Harvest celebration
Spanish	<ul style="list-style-type: none"> • Revise numbers and telling the time. Spanish spy decoding: reading written Spanish • Begin El Carnaval de los animales ('Carnival of the animals'): describe animals using a range of adjectives (including colours, qualities and features of animals); adjectival order and agreement
PSHE	<ul style="list-style-type: none"> • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-linked heavily to R.E. • To develop strategies for keeping physically and emotionally safe –including safety in the environment and online safety • To recognise that increasing independence brings increased responsibility to keep themselves and others safe