



**Medium Term Plan**  
**Term 5 2019-2020**  
**Year 5**

**Time Travellers ('The Titanic' and Immigration/Emigration)**

<b>Blooms</b>	<b>Hook</b>
Which changes would you make to design an 'unsinkable ship' based on the 'mistakes' of 'The Titanic' ? How far do you agree that it was 'a Ship of Dreams' ?	Titanic Dress up Day and Lifeboat drill (Monday 20 <sup>th</sup> April) – discover what it was like for the different classes when the ship sank
Writing Genre:	<ul style="list-style-type: none"> <li>• Non-fiction – Recounts (Newspaper report)</li> <li>• Biased and balanced viewpoints</li> <li>• Formal and informal language</li> <li>• Informative writing (researching topical issues and using data/expert views and opinions)</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Class Text: <i>'The Other Side of Truth'</i> by Beverly Naidoo</li> <li>• Word reading and vocabulary</li> <li>• Comprehension and meta-cognition, questioning</li> <li>• What is meant by visualisation, with a focus on the five senses</li> </ul>
SPAG	<ul style="list-style-type: none"> <li>• Pre-taught vocabulary needed for Newspaper Report</li> <li>• Suffixes which include ly, cial, tial</li> <li>• More tricky common exception words</li> <li>• Understanding the place and use of the comma in different context</li> <li>• Parenthesis (using brackets, commas and dashes)</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Decimals: Solve problems involving number up to three decimal places</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• Use all four operations to solve problems involving measure, using decimals notation, including scaling</li> <li>• Geometry: identify 3D shapes, including from 2D representations</li> <li>• Use the properties of rectangles to calculate missing lengths and angles</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Forces – Levers, Pulleys and Cams investigation (Link with DT)</li> <li>• Link with DT/History – evaluate old toys, how they move, making toys with cam mechanisms</li> <li>• Explore how mechanisms, including pulleys, allow a smaller force to have a greater effect</li> </ul>
History	<ul style="list-style-type: none"> <li>• To investigate who was to blame for the sinking of The Titanic, using primary source material; discussion of bias and unreliability of source material</li> <li>• To learn about the extenuating circumstances and decisions that led to the further loss of life</li> <li>• To examine the new regulations put in place to prevent a tragedy like this happening again</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• E safety (to be also planned across/throughout the whole curriculum)</li> <li>• Develop an understanding of the common features of a blog</li> <li>• Apply the common features of a blog</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Obtain market research from Foundation classes as to the theme of toy they would like</li> <li>• Research old toys and how they use levers, pulleys and cams</li> <li>• Design and make a moving toy</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Study of Artistic genre – Art Deco and the Titanic</li> <li>• Experimenting with producing precise and bold geometric shapes and strong colours ( often found in household objects and in architecture; predominantly found on 'The Titanic')</li> <li>• Completion of the Art Award through identifying achievements and enjoying presenting to others</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Gymnastics (indoor PE) – Time Travellers; develop control and balance when creating a sequence in gymnastics</li> <li>• Cricket – striking and fielding – develop skills in batting / fielding techniques, throwing and catching, effective overarm throws and playing mini games</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Continuing to learn how to play brass instruments (trumpets and trombones), including understanding how to read music</li> <li>• Brass Instrumental morning at the Harvey Grammar School – Date TBC</li> </ul>
RE	<ul style="list-style-type: none"> <li>• To explore places of worship and their key functions</li> <li>• To explore the differences between Christian places of worship and those of the Hindu and Jewish religion</li> <li>• To explore how different aspects of worship; silence, nature and being together, help believers connect to God</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• La comida sana ("healthy eating") – learning how to order snacks, drinks and food from a Spanish menu, involving role play situations</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• All British Values to be revisited, with a specific focus on Mutual Respect</li> <li>• To think about the lives of people living in other places, and people with different values and customs</li> </ul>