



Medium Term Plan
Term 6 2019-2020
Year 5

Is there true equality in the Olympics?

	Blooms	Hook
Writing Genre:	<ul style="list-style-type: none"> How could we adapt our towns and cities in the UK to be better prepared to deal with the effects of disasters and extreme weather? (using knowledge of how Tokyo/Japan prepares for earthquakes, natural disasters, extreme weather) Fiction – Portal Story Stories with portals Further development of characterisation Japanese poetry and Haikus 	Mini Olympic circuits on the School field (introducing and demonstrating the Olympian values)
Reading	<ul style="list-style-type: none"> Class Text: ‘<i>Elidor</i>’ by Alan Garner 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 Portal Stories Suffixes which include ly, cial, tial More tricky common exception words Understanding the place/use of the comma in different contexts (avoiding comma splicing) Subordinating and Coordinating Conjunctions Relative clauses (defining/non-defining) Parenthesis (using brackets, commas and dashes) 	
Maths	<ul style="list-style-type: none"> Measurement: Converting different units of metric measure Understanding and using approximate equivalences between metric and imperial units Read and interpret timetables; solve problems involving time conversions Estimation of volume and capacity Number: Revise and consolidate prime numbers, multiples, factors and composite numbers 	
Science	<ul style="list-style-type: none"> Revise ‘Animals including humans’ and ‘Life cycles’ as part of review of trip to Port Lympne (Year 5 Residential –TBC) and review animal care organisations, e.g. RSPCA Making Real Life Connections (Preparing ourselves, buildings and infrastructure for disasters, e.g. Japan-Earthquakes, Extreme Weather, e.g. High temperatures, Heavy rainfall, Coastal erosion) What materials would be most effective? 	
Geography	<ul style="list-style-type: none"> Comparing the UK to Japan: Human/ Physical geography, Tokyo as a metropolis- what does it mean to be the "largest city" in the world? How does Tokyo/Japan lead the way in their preparation for earthquakes and natural disasters? Sustainability in Tokyo and other huge cities around the world Map skills: Using Atlases; Map symbols, Compass points; Grid references; Evolution of Maps 	
Computing	<ul style="list-style-type: none"> E safety (to be also planned across/throughout the whole curriculum) – safe social media use 	
DT	<ul style="list-style-type: none"> Stress test models in an earthquake (linked to earthquakes in Japan) 	
Art	<ul style="list-style-type: none"> Olympic art - Neiman LeRoy Investigate the nature and qualities of oil pastels and processes used to create different effects, working systematically Use of sketchbooks to record and revisit ideas with reference to other artist and impressions of other artists work Performing Arts – Sandgate’s Got Talent (Date TBC) 	
PE	<ul style="list-style-type: none"> Continue cricket skills : striking and fielding – develop skills in batting / fielding techniques, throwing and catching, effective overarm throws and playing mini games Athletics: throwing, long jump and relay races KS2 Sports Day (TBC) Year 5 Beach and Sports Day at Sunny Sands (mid July) 	
Music	<ul style="list-style-type: none"> Continuing to learn how to play Brass instruments (trumpets and trombones), including understanding how to read music Brass Instrumental performance to parents 	
RE	<ul style="list-style-type: none"> To continue to explore places of worship and their key functions To explore the differences between Christian, Hindu and Jewish places of worship To explore how different aspects of worship help believers connect to God 	
Spanish	<ul style="list-style-type: none"> ‘La comida sana’ (“healthy eating”) : To consolidate how to order food/drink from a Spanish menu, involving role play situations; to learn how to shop in a Spanish market (‘mercado’) 	
PSHE	<ul style="list-style-type: none"> All British Values to be revisited, with a specific focus on Mutual Respect To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community; To appreciate the range of national, regional, religious and ethnic identities in the UK To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 	