

Medium Term Plan

Year 5 – Term 1 - 2020

Blooms		
<p>The Industrial Revolution impacted positively on society. Discuss. What is the best process for separating materials and why? And/or: What would happen if there was no evaporation?</p>		
<p>Writing</p> <p>Genre: Narrative</p>	<ul style="list-style-type: none"> Narrative – lost and found story with a focus on story openings. Use of figurative language (adjectives, similes, metaphors and alliteration). Workshops based on three types of story opening – setting, character and action. Short burst writing opportunity to revisit non-fiction writing. 	
<p>Reading</p>	<ul style="list-style-type: none"> Class Text: '<i>Street Child</i>' by Berlie Doherty. Word reading and vocabulary. Comprehension and meta-cognition, questioning. What is meant by visualisation? Focus on the five senses. 	
<p>SPAG</p>	<ul style="list-style-type: none"> Tenses, contraction apostrophes, fluent joined handwriting, accurate sentences. 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. 	
<p>Mathematics</p> <p>(including arithmetic)</p>	<p>Place Value – Number:</p> <ul style="list-style-type: none"> Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three digit multiples of 10. Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. Unitise in tenths and hundredths, and, for example understand that 12 tenths = 1.2 and 12 hundredths = 0.12, then they can reason that: $0.5 + 0.7 = 1.2$ (5 tenths + 7 tenths is equal to 12 tenths or 1.2) Read, write, order and compare numbers to at least 1,000,000/determine value of each digit. Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. Round any number up to 1,000,000 to the nearest 10/100/1000/10000/100000. Interpret negative numbers in context, count forwards/backwards with positive/negative whole numbers (through zero). Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	
<p>Science</p>	<p>Materials and Their Properties:</p> <ul style="list-style-type: none"> Separating mixtures and changing states of matter. Desert Island Investigation: how to make seawater drinkable and safe for human consumption. Scientific enquiry focus: comparative and fair test/observing over time. 	<p>Mathematics: statistics/data handling (graphs).</p> <p>English: links to explanation texts/speaking and listening.</p>
<p>History</p>	<p>The Victorians - British Social & Economic History since 1837:</p> <ul style="list-style-type: none"> Text: <i>Street Child</i> by Berlie Doherty The Industrial Revolution Education Life for children (child criminals) Life in a workhouse/Living Conditions Dr. Barnardo and the Ragged School Victorian philanthropists – Booth (Salvation Army), Cadbury & Rowntree (Quakers) & William Morris. 	<p>Mathematics: Opportunities for statistics/data handling. Problem solving using the four number operations.</p> <p>English: <i>Street Child</i> by Berlie Doherty. Opportunities for recount/explanation/ discussion/ narrative text types.</p>
<p>Art</p>	<ul style="list-style-type: none"> Linked to the Industrial Revolution – L.S. Lowry artist study. Investigate the nature and qualities of watercolour. Develop use of sketchbook for recording and revisiting ideas; show progression of a piece of work. Tints and shades: using charcoals, crayons & chalks to create different shades and textures. 	
<p>PE</p>	<ul style="list-style-type: none"> Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Communicate, collaborate and compete with each other. Evaluate and recognise their own successes. 	
<p>ONLINE SAFETY</p> <p>RSHE</p> <p>(Relationships, Sex and Health Education)</p>	<ul style="list-style-type: none"> Children understand the need to keep personal information and passwords private, and know how to choose a secure password. Children understand appropriate and inappropriate use of the Internet including excessive use. Explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions. Recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves. Learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact. Develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety. Recognise that increasing independence brings increased responsibility to keep themselves and others safe. 	