



Medium Term Plan  
Year 5 – Term 1 - 2021

<b>Spotlight Masterpiece:</b>		<b>Hook:</b> Space Talk – STEM Hub	
Representation of the solar system with accompanying explanation.			
<b>Writing</b> Genre: Non- Chronological Report	<b>Non-Fiction: Non-Chronological reports</b> <ul style="list-style-type: none"> <li>• Poetry: 'Dream Poem' (link to animal/model text.</li> <li>• Short burst: Formal and informal versions of same event.</li> <li>• Writing an engaging hook.</li> <li>• Turning bare facts into paragraphs.</li> <li>• Organising and ordering paragraphs around themes</li> <li>• Use of sentence signposts, generalisers to guide the reader.</li> </ul>		
<b>Reading</b>	<b>Class Text: Wolf Brother</b>  Vocabulary focus –using new words in context Inference and characterisation Writing opportunities: Write in role as Torak/Renn.		
<b>SPAG</b>	<ul style="list-style-type: none"> <li>• Using brackets, dashes or commas to indicate parenthesis</li> <li>• Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• Using a colon to introduce a list</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>• Use of dictionary and thesaurus.</li> <li>• Spelling- homophones</li> </ul>		
<b>Mathematics</b>	<b>Number: Place Value</b> <ul style="list-style-type: none"> <li>• Number to 10,000.</li> <li>• Roman numerals to 1,000.</li> <li>• Round to the nearest 10, 100 and 1000.</li> <li>• Number to 100,000.</li> <li>• Compare and order numbers to 100,000.</li> <li>• Round numbers within 100,000.</li> <li>• Numbers to a million.</li> <li>• Counting in 10s, 100s, 1,000s, 10,000s and 100,000s.</li> <li>• Compare and order numbers to a million.</li> <li>• Round numbers to a million.</li> <li>• Negative numbers.</li> </ul> <b>Number: Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• Add whole numbers with more than 4- digits (column method).</li> <li>• Subtract whole numbers with more than 4-digits (column method).</li> <li>• Round to estimate and approximate.</li> <li>• Inverse operations (addition and subtraction).</li> <li>• Multi-step addition and subtraction problems</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>• Read and interpret line graphs.</li> <li>• Draw line graphs.</li> <li>• Use line graphs to solve problems.</li> <li>• Read and interpret tables.</li> <li>• Two-way tables.</li> <li>• Timetables.</li> </ul>		
<b>Science</b>	<b>The solar system:</b> <ul style="list-style-type: none"> <li>• How does the Earth compare to other planets in the solar system? Data Handling/Statistics.</li> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>		
<b>Religious Education</b>	<b>Why are festivals/traditions important to religious communities? What are the similarities?</b>  Examples may include:		



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	<ul style="list-style-type: none"> <li>Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.</li> <li>Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.</li> <li>Study key elements of festival: shared values, story, beliefs, hopes and commitments.</li> </ul>
<b>Physical Education</b>	Outdoor- football (focus on dribbling and control) + basketball Indoor- gymnastics
<b>Geography</b>	<b>Sustainability:</b> <ul style="list-style-type: none"> <li>What do we need?</li> <li>Where does our power come from?</li> <li>Renewable/ non-renewable energy</li> <li>Where our food comes from (food miles);</li> <li>Conserving food, water and energy; Access to natural resources across the world.</li> <li>How can we save our planet?</li> </ul>
<b>RSHE</b>	<ul style="list-style-type: none"> <li>Positive and negative effects on physical, mental and emotional health.</li> <li>Recognise and respond to feelings of others. Conflicting emotions.</li> </ul>
<b>Art</b>	<b>Observational drawing &amp; experimenting with different painting techniques</b> <ul style="list-style-type: none"> <li>Skills: drawing what you see and not what you think you see.</li> <li>Use of different sketching mediums and how these can effect shading.</li> <li>Shading techniques using chalk pastels to create the effect of a sphere (link with science topic)</li> <li>Spin Art/pouring Art – Children learn how the laws of physics relate to how acrylic paint flows on a canvas</li> </ul>
<b>Music</b>	<b>Ukulele</b> <ul style="list-style-type: none"> <li>Children learn how to tune a ukulele.</li> <li>Children will learn how to use different strumming patterns to copy a rhythm.</li> <li>To learn how to play a range of chords (C-F-G) and apply those to play along with simple songs.</li> </ul>
<b>Primary Languages – Spanish</b>	<ul style="list-style-type: none"> <li>Revise numbers 1-100</li> <li>Revise numbers and telling the time. Spanish spy decoding: reading written Spanish.</li> <li>Begin El Carnaval de los animales. El Carnaval de los animales Carnival of the animals: animal names, expressing likes and dislikes.</li> </ul>

Commented [WJ1]: