

Spotlight Masterpiece: Leaflet and wordle about Queen Victoria	Hook: Kent Life Trip
Writing Genre: Non- Chronological Report	Fiction: Escape Tale <ul style="list-style-type: none"> • Poetry: Victorian Poetry linked to Child Labour- use of imagery • Short burst: The Lost Thing. • Writing a powerful opening. • Setting description • Characterisation • Effective dialogue
Reading	Class Text: Street Child Vocabulary focus –using new words in context Inference and characterisation Writing opportunities: Write in role/write the next chapter
SPAG	<ul style="list-style-type: none"> • Accurate use of direct speech • Using expanded noun phrases to convey complicated information concisely • Using semicolons, colons or dashes to mark boundaries between independent clauses • Using commas to clarify meaning or avoid ambiguity in writing • Use of dictionary and thesaurus • Spelling- Year 5 spelling rules
Mathematics	Number: Multiplication and Division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19 Measurement: Perimeter & Area Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm ² ,m ² estimate the area of irregular shapes.
History	The Victorians- Monarchy and Education Monarchy: To know that Queen Victoria reigned as the monarch of Great Britain around 150 years ago and know that this period is commonly known as the 'Victorian Age'. To know that Victoria became Queen in 1837 (aged 18) after the death of her uncle, the king, who never wanted to be king and rarely went out in public. To know how Queen Victoria was presented to her subjects: as a loving wife, an ideal mother and an astute diplomat. Know that she, with the assistance of Albert, created a newly visible constitutional monarchy. Education: To know that much of the population did not have any formal education, contributing to an illiterate workforce and a rising prison population. To know that parents were often required to pay for their children's school so many children did not attend regularly, instead working on farms or in factories to support the family income. To know the Education Act in 1870 made education compulsory for every British child up to 11 years old. Know that families were still charged a fee, which many could not pay. To know that "Ragged Schools" were set up to provide a free basic education to orphans and very poor children. To know that these schools had been formed exclusively for children "raggedly clothed". To know that ragged schools provided a free education, food, clothing, lodging and religious instruction.

	<p>To know that towards the end of the Victorian era, the Free Education Act provided for the state payment of school fees. Know that this was to help poor children attend school.</p> <p>To know what schools were like: There could be as many as 70 or 80 pupils in one class, especially in cities; teachers were very strict; children were often taught by reading and copying things down, or chanting things until they were perfect; typical lessons at school included the three Rs - Reading, WRiting and ARithmetic. Younger children wrote on slates because paper was expensive but older children learnt to write on paper.</p> <p>To know that education at this time varied greatly between both social classes and genders.</p> <p>To know that upper class girls were not sent to public schools; they stayed at home and learned skills that would benefit them when they got married, because this was the most common path for women in Victorian England to take. Know that towards the end of the Victorian era, women’s colleges began to open and females had more opportunities for education as they got older.</p> <p>To know that there was a drastic increase in literacy rates during the 19th century. Nearing the end of Victoria’s reign at the turn of the 20th century, the literacy rate amongst both men and women in Britain was nearly 100%.</p>
<p>Religious Education</p>	<p>Why are festivals/traditions important to religious communities? What are the similarities?</p> <ul style="list-style-type: none"> • Consider the meanings of the stories behind key religious festivals; Easter in Christianity Diwali in Hinduism, Pesach in Judaism, Eid in Islam. • To know that Easter commemorates the crucifixion and resurrection of Jesus Christ. • To know that Muslims fast during Ramadan and that Eid ul-Fitr takes place on the first day of the tenth month of the Islamic lunar calendar. • To know Diwali is a five-day festival of lights which celebrates a number of themes, including joy, forgiveness, knowledge, the goddess of wealth, Lakshmi, and the legend of Rama and Sita. • To know Pesach (Passover) commemorates the Biblical story of Exodus, how it is celebrated and the importance of the Sedar meal. • To study key elements of festivals across different religions: shared values, story, beliefs, hopes and commitments.
<p>Physical Education</p>	<p>Dance</p> <ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style • Compose individual, partner and group dances that reflect the chosen dance style • Show a change of pace and timing in their movements • Develop an awareness of their use of space • Demonstrate imagination and creativity in the movements they devise in response to stimuli • Use transitions to link motifs smoothly together • Improvise with confidence, still demonstrating fluency across the sequence • Ensure their actions fit the rhythm of the music • Modify parts of a sequence as a result of self and peer evaluation • Use more complex dance vocabulary to compare and improve work <p>Handball/Netball</p> <ul style="list-style-type: none"> • To use a range of skills to move with the ball - pivot • To use the correct technique to pass the ball chest pass, bounce pass, overhead pass • To keep possession of the ball • To win back possession of the ball - interception • To adapt my movements for attacking and defending – one to one marking, interception, distance rules • To know positions of play
<p>Science</p>	<p>Animals Including Humans (Human Lifecycles)</p> <ul style="list-style-type: none"> • To know the main stages of the human lifecycle: foetus, baby, child, adolescent, adult and elderly • To know how the human body changes of the course of its lifecycle. • To know that usually puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys.

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	<ul style="list-style-type: none"> • To know that testosterone is the hormone that causes most of the changes in a boy's body during puberty. • To know in girls, hormones target the two ovaries, which contain eggs that have been in the girl's body since she was born. The hormones cause the ovaries to start making another hormone, called estrogen. • To know children's bodies fill out and change during puberty. Boys and girls both begin to grow hair under their arms and their pubic areas. Eventually, boys also start to grow hair on their faces. Children will also have a growth spurt that lasts for about 2 to 3 years. A boy's shoulders will grow wider and his body will become more muscular. In addition, boys' voices crack and eventually become deeper, their penises grow longer and wider, and their testes get bigger. Girls' bodies usually become curvier. Their hips get wider and their breasts develop, starting with just a little swelling under the nipples. • To know that for mammals the gestation period is the time in which a foetus develops, beginning with fertilization and ending at birth. The duration of this period varies between species. • To know how the mass of a mammal influences gestation period and litter size. • To know how the length and mass of a human baby changes over time.
RSHE	<ul style="list-style-type: none"> • Positive and negative effects on physical, mental and emotional health. • Recognise and respond to feelings of others. Conflicting emotions.
DT	<p><u>PLANNING</u></p> <p>To generate a range of ideas after collating relevant information about different types of Victorian houses. To produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes</p> <p><u>MAKING</u></p> <p>To use sheet and construction materials appropriately. To use a range of tools and equipment expertly. To consider the aesthetic qualities and functionality of my Victorian house when making.</p> <p><u>EVALUATING</u></p> <p>To evaluate the appearance and function of my Victorian house against the original criteria, saying whether it is fit for purpose. To suggest improvements that could be made, considering materials and methods that have been used.</p>
Music	<p>Ukulele</p> <ul style="list-style-type: none"> • To know that a Ukulele strings are tuned G-C-E-A. • To know that you can change the pitch of a string by turning the tuning pegs • To know how to use finger placement to produce the following chords: C, F, G. • To know that strumming or finger picking can be used to produce sound on a ukulele and create different intensity depending on how hard you strum. • To know that a pic can be used to play the strings and this produces a different timbre. • To know that the chords C, F and G can be played interchangeable to produce a tune or melody.
Primary Languages – Spanish	<ul style="list-style-type: none"> • To know the names of a variety of domestic and exotic animals in Spanish. • To ask and respond to questions (tienes animales en casa?/Si, tengo...) • To use adjectives to describe colour, size and other characteristics. (grande/pequeño, feroz/tierno, peludo, amable, ruidoso) • To express preferences, likes and dislikes (me gusta/no me gusta...por que...).