

<p><b>Writing</b></p>	<p><b>Fiction - Portal Stories</b> <b>Model Text: The Lost Library</b></p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• 'Silent' letters whose presence cannot be predicted from the pronunciation, including specifically: island, knight, doubt, sandwich, thumb, autumn, whistle.</li> <li>• Common exception &amp; tricky words: twelfth, yacht, vehicle, muscle.</li> <li>• Brackets, dashes or commas to indicate parenthesis.</li> <li>• Use of commas to clarify meaning or avoid ambiguity.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Add further detail (a word or phrase inserted as an explanation or afterthought into a passage) using brackets, dashes or commas to indicate parenthesis. Consider variation in use and why this might be (usually to do with formality and degree of separation).</li> <li>• Tools to describe (but brief revisit of setting, character, dialogue).</li> <li>• Level of innovation: keep core idea of a 'magical library' but could appear anywhere.</li> <li>• To Integrate core concepts of dull initial setting.</li> <li>• To Integrate characters and ideas from own reading &amp; develop these into a threat through descriptive work.</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text:</b></p> <ul style="list-style-type: none"> <li>• The Lost Magician by Piers Torday</li> <li>• The Viewer by Gary Crew and Shaun Tan</li> <li>• Poem: The Jabberwocky by Lewis Carrol</li> </ul> <p><b>Comprehension focuses</b></p> <ul style="list-style-type: none"> <li>• Role of setting including choice of era (following WW2), position close to Stone Henge &amp; the deliberate integration of foreshadowing</li> <li>• Viewpoints and perspectives including deliberate stereotypes – vegetarians, Germans, 'boys as 'physical' -why have these been included?</li> <li>• Role of character including deliberate choices taken &amp; perspective of the author in making these e.g. 3 Bears</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</li> <li>• Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>• Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>• Compare and order fractions whose denominators are multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number.</li> </ul> <p><b>Arithmetic:</b></p>

	<ul style="list-style-type: none"> <li>To know how to multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two digit numbers</li> <li>To know how to solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>To know how to divide numbers up to 4 digits by a one-digit number using the formal written method of short division</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Working systematically.</li> </ul>
<p><b>Science</b></p>	<p><b>Properties and changes of Materials</b></p> <ul style="list-style-type: none"> <li>Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.</li> <li>Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. Mixtures can be separated by filtering, sieving and evaporation. Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.</li> <li>When the particles of a solid mix with the particles of a liquid, this is called dissolving. The result is a solution. Materials that dissolve are soluble. Materials that do not dissolve are insoluble.</li> <li></li> <li>Some methods of <b>separation</b> include the use of a magnet, a <b>filter</b> (for insoluble materials), a <b>sieve</b> (based on the size of the solids) and <b>evaporation</b>.</li> <li>When a mixture cannot be separated back into the original components, this is called an irreversible change.</li> <li>Materials which are good <b>thermal conductors</b> allow heat to move through them easily.</li> <li><b>Thermal conductors</b> are used to make items that require heat to travel through them easily, such as a saucepan, which requires heat to travel through to cook food.</li> <li>Thermal insulators do not let heat travel through them easily. Examples of thermal insulators include woollen clothes and flasks for hot drinks.</li> <li>Electrical conductors allow electricity to pass through them easily while electrical insulators do not.</li> <li>Electrical insulators have a high resistance which means that it is hard for electricity to</li> <li>pass through these objects.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>What would Jesus do?</b></p> <ul style="list-style-type: none"> <li>To understand how Jesus teachings can affect our lives today – in school, work, family and the community. <ul style="list-style-type: none"> <li>What Jesus saw as his mission? (Luke 4:18–19).</li> <li>Jesus teachings around – forgiveness (forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35); justice and fairness (the sheep and the goats, Matthew 25:31– 46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39– 42); generosity and not being greedy (the vineyard workers, Matthew 20:1–16; widow’s offering, Mark 12:41–44; the rich young man, Mark 10:17–27).</li> </ul> </li> <li>To form an opinion on how Jesus might solve moral dilemmas today.</li> </ul>

	<ul style="list-style-type: none"> <li>To say if Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To show increasing control and balance when moving from one balance to another.</li> <li>To use strength to improve the quality of an action and the range of actions available.</li> <li>To use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</li> <li>To create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</li> <li>To can co-ordinate a range of body parts at increased speed.</li> </ul>
<p><b>History</b></p>	<p><b>Ancient Egypt Depth Study</b> <u>What is an ancient civilisation? How can we find out about them?</u></p> <ul style="list-style-type: none"> <li>To identify the characteristics of a civilisation - food supply, social structure, system of government, religion, a highly developed culture, technology and a written language.</li> <li>To suggest reasons why historians believe Mesopotamia is so significant e.g. the belief that civilisations first appeared in Mesopotamia (what is now Iraq) around 3300 BC and that Mesopotamia is credited with many things that would change the world, specifically the concept of time and mathematics.</li> <li>To understand that the main sources of information about Ancient Egypt are the many monuments, objects and artefacts that have been recovered from archaeological sites.</li> <li>To view and make suggestions regarding the reliability of artefacts from this period of time.</li> <li>To build a viewpoint of what life was like in this society, using artefacts as evidence.</li> <li>Revise the location of Ancient Egypt and what this tells historians (Y4).</li> <li>Use a map to make suggestions as to why Ancient Egyptians settled where they did e.g. close location to a river.</li> </ul> <p><u>The River Nile</u></p> <ul style="list-style-type: none"> <li>That Ancient Egypt began in North Africa along the River Nile from around 3000 BC and that many cities in Ancient Egypt were built next to the River Nile because it provided fertile soil and most of the water used to grow crops which led to great agricultural wealth. The children should recognise the tool <i>shaduf</i> and understand its purpose. They must be able to compare this with previously studied civilisations.</li> <li>To make suggestions about the significance of the Nile flooding every year e.g. that it related to many religious observances that the ancient Egyptians had based off what they observed from the environment, the Nile and agriculture.</li> <li>To understand the importance of that the Egyptians did not worship the Nile itself; they thanked specific gods/goddesses for any good fortune.</li> <li>That the Egyptians used irrigation to provide drinking water.</li> <li>To analyse sources to discover the significance of the River Nile in Ancient Egypt.</li> </ul> <p><u>Religion</u></p> <ul style="list-style-type: none"> <li>That Osiris was the god of life, death, the flooding of the Nile and the afterlife.</li> <li>That the Egyptians had a developed view of the afterlife with rituals for preparing the body and soul for a peaceful life after death.</li> <li>That embalming and mummification were done in order to preserve the person's identity in the afterlife.</li> </ul>
<p><b>RSHE</b></p>	<p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>That feelings can change over time and range in intensity.</li> </ul>

	<ul style="list-style-type: none"> <li>• That there are a variety of everyday things that affect feelings.</li> <li>• The importance of expressing feelings.</li> <li>• A variety of vocabulary to use when talking about feelings and how to express feelings in different ways.</li> <li>• Strategies to respond to intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>• How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals.</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>• How bodies and emotions change as they approach and move through puberty.</li> <li>• That they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• That increasing independence brings new opportunities and increased responsibility to keep themselves and others safe.</li> <li>• That a habit is something that you do often and regularly, often without knowing you are doing it, and that habits can be hard to break and change.</li> <li>• That not all habits are negative and know some examples of good, healthy habits, such as exercising regularly.</li> <li>• That sudden weight loss or other unexplained changes to the body can be early signs of illness.</li> <li>• That they should talk to a trusted adult, such as a family member or a member of school staff, if they are concerned about their health.</li> <li>• Basic emergency aid procedures, including CPR.</li> </ul>
<p><b>Computing</b></p>	<p><b>Micro-bit</b></p> <ul style="list-style-type: none"> <li>• To know that blocks used by programs like Scratch and MakeCode represent strings of written code.</li> <li>• To know that micro:bit is a type of computer that can be programmed to demonstrate different outputs.</li> <li>• To give examples of micro:bit hardware inputs (microphone, buttons, compass, accelerometer, USB &amp; connectors, &amp; radio antenna). And outputs (speaker, lights, USB &amp; connectors).</li> <li>• To be able to suggest possible uses for a micro:bit computer, based on its components.</li> <li>• To write a simple MakeCode program that incorporates a simple output (flashing LED image and LED scrolling name tag) and a physical button and accelerometer input (dice).</li> <li>• To be able to use the following MakeCode functions: Basic, Input, Music, Logic, Variables &amp; Maths functions to create a scorecard for a simple poll.</li> </ul> <p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>• To know that communication happens in a variety of ways when online (such as GIFs, emojis, memes)</li> <li>• To know that there are advantages and disadvantages to communicating online (privacy issues – emails and phone signals can be hacked by others online, it is only good if the internet connection is stable and reliable, lack of physical, face-to-face contact, online abuse is possible, misinterpretation)</li> <li>• To know how to search for personal information about someone and to be able to determine the reliability of it.</li> <li>• To know that information online (digital footprint) can affect someone’s opinion of you.</li> </ul>

<p><b>Art</b></p>	<p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>• That architecture is the art or practice of designing and constructing buildings. An architect is someone who does architecture.</li> <li>• That architecture has changed over time and there are places such as London where you can still see a mix of old and modern architecture together.</li> <li>• To compare architectural styles of different architects through their use of building materials, colour, shape and size.</li> <li>• That architectural design is a process of several stages: Design, make the concept, develop the design further, construct, evaluate.</li> <li>• That aesthetic refers to a set of principles or design choices underlying the work of a particular artist, artistic movement or era (such as a modern vs old-fashioned).</li> <li>• To follow the architectural design process to make their own modern or old take on a real London building:             <ol style="list-style-type: none"> <li>1. <b>Design:</b> Choose an old or modern London building and redraw it as the opposite era, thinking about use of shape, size and colour.</li> <li>2. <b>Make the concept:</b> Make a rough version of the design using construction materials like cardboard and card.</li> <li>3. <b>Develop the design further:</b> Make changes either to add detail or make the design more functional/possible to make.</li> <li>4. <b>Construct:</b> Make the developed design in full.</li> <li>5. <b>Evaluate:</b> How did I change the style of the building? Have I achieved the idea of the original building in a different style? What would I do if I could do this again?</li> </ol> </li> </ul>
<p><b>Music</b></p>	<p><b>Ukulele</b></p> <ul style="list-style-type: none"> <li>• To know that many songs are made up of verses and a chorus.</li> <li>• To know that a ternary piece of music is made of three sections, often with the third section being a repeat of the first section. (ABA)</li> <li>• To know that a triad is a three-note chord.</li> <li>• To know that time signatures are written at the beginning of the stave and mark whether a piece of music has 2, 3 or 4 beats in a bar.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing songs with verse and chorus</li> <li>• To sing with a sense of ensemble and performance (Phrasing, accurate pitching and style)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To listen to songs and pieces of music and discern their time signature.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To compose melodies made from pairs of phrases in C, G7 or F</li> <li>• To work in pairs, create a short ternary piece</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• To know how triads are formed</li> <li>• To perform simple chordal arrangements to form mixed ensembles.</li> </ul> <p><b>Reading notation</b></p>



Medium Term Plan  
Year 5 – Term 3 – 2022/2023

	<ul style="list-style-type: none"><li>• To understand the differences between 2/4, 3/4 and 4/4-time signatures</li><li>• To read and perform pitch notation within an octave.</li></ul>
<b>Primary Languages – Spanish</b>	<b>The Date (La Fecha)</b> <ul style="list-style-type: none"><li>• To remember, recall and spell the seven days of the week.</li><li>• To remember, recall and spell the twelve months of the year.</li><li>• To remember, recall and spell numbers 1-31.</li><li>• To use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li><li>• To use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</li><li>• How to ask the date (<i>¿Qué fecha es hoy?</i>) and reply using 'today it is...' (<i>hoy es...</i>)</li><li>• How to ask when someone's birthday is using '<i>¿Cuándo es tu cumpleaños?</i>' and reply using '<i>Mi cumpleaños es el...</i>'</li><li>• That ordinal numbers aren't used in Spanish.</li><li>• That months of the year in Spanish don't use a capital letter unless used at the start of the sentence.</li><li>• That accents can be placed on some words like 'qué' to indicate a question word.</li></ul>