



Medium Term Plan
Year 5 – Term 4 – 2025/2026

Writing	<p>Non-fiction: Recounts Model Text: PROFESSOR HARTMAN MISSING PRESUMED DEAD Secondary Unit: Lost and Found Stories</p> <p>Handwriting:</p> <ul style="list-style-type: none">Maintain legibility in joined handwriting when writing at speed. <p>Composition:</p> <ul style="list-style-type: none">To recount an event in a news report: Tools to hook the reader (& sell more newspapers): bold headline; fascinating, surprising or interesting details; adding description bring it alive, inc. through figurative language; exaggerate or dramatise; drop in less formal asides to maintain 'friendly' tone; add extra detail; vary sentence structure for cohesion.Tools to 'hide' the writer's/newspaper's opinions through: reference to others; using technical language to sound informed; referring to specific facts to add authenticity (concept of bias: all writers have an opinion. Explore critical literacy when reading as reader). Guide the reader through: precise details; linking ideas together, including with adverbials of time; structural organisation (giving a summary, elaborating, elaborating further - no matter where they stop reading, reader knows what's happened).
Reading	<p>Class Text: Cogheart by Peter Bunzl</p> <p>Comprehension focus(es):</p> <ul style="list-style-type: none">Focus 1 (weeks 1 & 2) Role of setting: Victorian London but not as history knows it. Why this choice? What effect? Consider implication on plot and characters.Focus 2 (weeks 3 & 4) Viewpoints & perspectives: viewpoint of Lily, viewpoint of Robert, viewpoint of Madame V, viewpoint of mechanicals, viewpoint of authorFocus 3 (weeks 5 & 6) Main themes/ideas/arguments (linked to viewpoint of author); what is this book really 'about'? <p>POEM: Elotelephony</p>
SPAG	<p>Spelling</p> <ul style="list-style-type: none">Spell words with the following endings: -ant, -ance, -ancy, -ent, -ence, -encyWords ending in -able -ably, -ible, -iblyadvice/advise, device/devise, practice/practise, led/lead/lead, past/passed, guest/guessed, effect/affect, criticise, available, existence, nuisance, relevantBrackets, dashes or commas to indicate parenthesis; relative clauses
Mathematics	<p>Arithmetic</p> <ul style="list-style-type: none">To know how to add and subtract fractions with the same denominator and denominators that are multiples of the same numberTo know the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredthsTo know how to multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000To know how calculate a percentage of a quantity [e.g. of measures such as 15% of 360]To know and quickly recall multiplication and division facts for multiplication tables up to 12×12To know how to multiplying together three numbersTo know how to solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal sign. <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none">Read, write, order and compare numbers with up to three decimal places.Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.Round decimals with two decimal places to the nearest whole number and to one decimal place.Solve problems involving number up to three decimal places.Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.



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	<p>Measurement: Perimeter & Area</p> <ul style="list-style-type: none">• Measure and calculate the perimeter of composite rectilinear shapes in cm and m. <p>Statistics</p> <ul style="list-style-type: none">• Solve comparison, sum and difference problems using information presented in a line graph. <p>Problem-solving: conjecturing</p> <ul style="list-style-type: none">• Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
Science	<p>Forces</p> <ul style="list-style-type: none">• To know water resistance is a push force that uses friction to slow things down as they move through water.• Know upthrust pushes upwards against objects falling downwards in liquid; if the upthrust is equal to the weight of the object, the object will float.• That objects with a smaller surface area move more quickly through water and those with a streamlined shape also displace less water so move more quickly through it.• That scientist use knowledge of water resistance to make predictions.• That we use simple machines when we need to turn large forces into smaller ones.• To know that levers, pulleys and gears are simple machines that allow us to achieve tasks that require a lot of force.• To use diagrams and labels to show the direction of a range of forces.• To explain causal relationships in the components of levers, gears and pulleys.
Religious Education	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none">• To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (Shahadah (belief in one God and his Prophet); salat (daily prayer; to know that muslims pray 5 times a day); sawm (fasting); zakat (alms giving); hajj (pilgrimage)).• To reflect on the significance of the Holy Qur'an to Muslims as the sacred word of God and how it was revealed to the prophet Muhammad.• To appreciate the difference between the authority of the Qur'an and other guidance (Sunnah -practices, customs and traditions of the Prophet Muhammad; Hadith - sayings and actions of the Prophet Muhammad).• To reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.• How the function of the mosque is linked to their beliefs.• Theologians explore the difficulties for Muslims to commit to the expectations of their religion in the 21st century.
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none">• To be able to perform symmetrical and asymmetrical balances.• To develop the straight, forward, straddle and backward roll.• To be able to explore different methods of travelling, linking actions in both canon and synchronisation.• To be able to perform progressions of inverted movements.• To explore matching and mirroring using actions both on the floor and on apparatus.• To be able to create a partner sequence using apparatus.• To use strength and flexibility to improve the quality of a performance. <p>Tag Rugby</p> <ul style="list-style-type: none">• To understand when to run and when to pass.• To use the 'forward pass' and 'offside' rules.• To introduce the tagging rule and apply this to game situations.• To develop dodging skills to lose a defender.• To develop drawing defence and moving towards goal.• To apply rules, skills and tactics learnt to play in a tag rugby tournament.• To estimate distances.



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History	<p>Ancient Egypt depth study (Terms 3 and 4)</p> <ul style="list-style-type: none">• How historians make judgements about the similarities and differences between societies at the same time, particularly the earliest civilisations.• <u>What is an ancient civilisation? How can we find out about them?</u>• To identify the characteristics of a civilisation - food supply, social structure, system of government, religion, a highly developed culture, technology and a written language.• How historians decide what makes a place significant e.g. one of the earliest recorded civilisations, a ruler (caliph) lived here.• 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.• That historians use sources to find out about the past, specifically how historians make claims about the earliest forms of communication.• 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.• To view and make suggestions regarding the reliability of artefacts from this period of time.• Revise the location of Ancient Egypt and what this tells historians (Y4).• Make suggestions as to why Ancient Egyptians settled where they did. <p>The River Nile:</p> <ul style="list-style-type: none">• 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 shaduf and understand its purpose. They must be able to compare this with previously studied civilisations.• 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.• To understand the importance of that the Egyptians did not worship the Nile itself; they thanked specific gods/goddesses for any good fortune.• That the Egyptians used irrigation to provide drinking water. <p>Religion:</p> <ul style="list-style-type: none">• That Osiris was the god of life, death, the flooding of the Nile and the afterlife.• That the Egyptians had a developed view of the afterlife with rituals for preparing the body and soul for a peaceful life after death.• That embalming and mummification were done in order to preserve the person's identity in the afterlife. <p>Society:</p> <ul style="list-style-type: none">• That the Pharaohs of Ancient Egypt were the heads of state and that the Egyptians followed the succession of a dynasty, which is when one family maintained power, handing down the throne to a male heir.• That the pharaoh Hatshepsut was one of only a few female pharaohs and is considered one of Egypt's greatest pharaohs. Know that Hatshepsut brought great wealth and artistry to her land.• That Ancient Egypt had a class system, with pharaohs and gods at the top and slaves, labourers and peasants at the bottom. Know that slaves were people that may have been war prisoners or criminals. Know that slavery became a major part of the ancient Egyptian community and they were forced to do whatever labour that was needed. <p>Pyramids:</p> <ul style="list-style-type: none">• How historians decide what makes a place/monument significant e.g. a pharaoh is laid to rest there.• To make suggestions about the significance of the Egyptian built pyramids e.g. their roles as burial places and monuments to the Pharaohs.• Understand that we know about the pyramids and which were built for which Pharaohs thanks to primary sources such as Pyramid Texts and carvings on the side of tombs.• To use source analysis such as evidence from archaeological digs to suggest what may be found inside the pyramid the Pharaoh would be buried with e.g. a variety of items and treasure that he/she may need to survive in the afterlife.
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	<ul style="list-style-type: none">• That many pyramids were built next to the Nile River as it was easier to get the blocks to the pyramid; the stones could be bought nearer to the pyramid building site by boat.• To know that thousands of slaves and other employees were used to cut up the large blocks and then slowly move them up the pyramid on ramps. <p>Hieroglyphics:</p> <ul style="list-style-type: none">• To recall that the first Egyptian writing was a system of pictures called hieroglyphics.• That the Rosetta Stone had the same message written in both hieroglyphics and Greek. Know that this was important because it helped to translate what the hieroglyphics said and could be used to help translate other hieroglyphics as well.• Make critical suggestions about why the Rosetta Stone was so significant in the introduction of written word. <p>Overview:</p> <ul style="list-style-type: none">• How historians decide the significance of advancements and change when looking back at history e.g. lasting legacies of the Ancient Egyptians.• To make suggestions about which element of this civilisation is the most significant historically and why.• To compare and contrast the Ancient Egyptian civilisation with modern day Britain.
PSHE	<p>Health and Wellbeing (Terms 3 and 4)</p> <p>Healthy Lifestyles:</p> <ul style="list-style-type: none">• That feelings can change over time and range in intensity and that there are a variety of everyday things that affect feelings.• To use a variety of vocabulary to use when talking about feelings and how to express feelings in different ways.• Strategies to respond to intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations.• How to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.• To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals.• That images in the media do not always reflect reality and can affect how people feel about themselves.• That sudden weight loss or other unexplained changes to the body can be early signs of illness.• 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.• 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.• That not all habits are negative and know some examples of good, healthy habits, such as exercising regularly. <p>Ourselves Growing and Changing:</p> <ul style="list-style-type: none">• How bodies and emotions change as they approach and move through puberty (SRE lessons 1, 2 and 3).• That they have autonomy and the right to protect their body from inappropriate and unwanted contact. <p>Keeping Safe:</p> <ul style="list-style-type: none">• That increasing independence brings new opportunities and increased responsibility to keep themselves and others safe.• Basic emergency aid procedures, including CPR.
DT	<p>Cooking – Pizza</p> <ul style="list-style-type: none">• To know what constitutes a healthy and varied diet.• To analyse the nutritional information of the packaging of pre made pizzas.• To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.• That food groups have different roles in the body (carbohydrates are for energy, proteins allow our bodies to grow and repair and fruit and vegetables help our immunity).• That when we cook we make purposeful decisions about the ingredients we use. For example, that mozzarella is traditionally used on pizza, with other popular ingredients including pepperoni, ham, pineapple. <p>With moderate supervision:</p>



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	<ul style="list-style-type: none"> To finely grate hard foods (e.g. zesting, parmesan cheese) To dice foods and cut them into evenly sized, fine pieces (e.g. garlic, vegetable batons, herbs etc.) To use both bridge hold and claw grip to cut same food (e.g. onion) To knead and shape dough To use a rolling pin to roll out dough to a specific thickness <p>With close supervision:</p> <ul style="list-style-type: none"> That we handle hot foods safely using oven gloves. How to treat minor burns (PSHE link) To comment on what they like about it and what they could improve next time.
Primary Languages – Spanish	<p>La Familia (family)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> To tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. <ul style="list-style-type: none"> Mother (<i>madre</i>) Sister (<i>hermana</i>), Grandmother (<i>abuela</i>), Aunt (<i>tía</i>), Father (<i>padre</i>), Brother (<i>hermano</i>), Grandfather (<i>abuelo</i>), Uncle (<i>tío</i>), Stepmother (<i>madrastra</i>), Stepsister (<i>hermanastra</i>), Cousin (<i>primo/prima</i>), Stepfather (<i>padrastro</i>), Stepbrother (<i>hermanastro</i>) Son (<i>hijo</i>) Daughter (<i>hija</i>) Cousin (<i>primo/prima</i>) Parents (<i>padres</i>) Grandparents (<i>abuelos</i>) Siblings/brothers/sisters (<i>los hermanos</i>) Do you have? (<i>tienes...?</i>), I have? (<i>tengo</i>) He/She is called? (<i>se llama</i>) The numbers up to 100 in Spanish to say the age of their family members. To have a short conversation asking what family members another has using '<i>tienes</i>' (do you have?), reply using '<i>tengo</i>' (I have) and tell people what their names are using '<i>se llama</i>' (he/she is called) That listening and speaking are important skills when learning a new language. <p>Grammar:</p> <ul style="list-style-type: none"> That the four definite articles in Spanish are: <i>la, el, los, las</i> and these vary depending on the noun that succeeds it. That we need to understand certain grammatical structures (i.e. gender) in order to communicate accurately in both written and spoken forms That '<i>my</i>' in Spanish could be '<i>mis</i>' or '<i>mi</i>' depending on whether the noun that follows is singular or plural. <p>Phonics:</p> <ul style="list-style-type: none"> To revisit the phonemes 'CH', 'J', 'Ñ', 'LL' and 'RR' in words such as '<i>años</i>' and '<i>llama</i>' To accurately pronounce the following sounds: CA (única), CI (cien), CO (único) and CU (cuarenta) That different languages sound different because they follow different rules.



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Music	<p>Ukulele</p> <p>Singing</p> <ul style="list-style-type: none">• To sing with a sense of ensemble and performance• (Phrasing, accurate pitching and style)• That many songs are made up of verses and a chorus. <p>Listening</p> <ul style="list-style-type: none">• To be able to discern a song's time signature by ear. <p>Composing</p> <ul style="list-style-type: none">• To compose melodies made from pairs of phrases in C, G or F• That a ternary piece of music is made of three sections, often with the third section being a repeat of the first section. (ABA) <p>Performing</p> <ul style="list-style-type: none">• How triads are formed• That a triad is a three-note chord.• To perform simple chordal arrangements to form mixed ensembles. <p>Reading notation</p> <ul style="list-style-type: none">• 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• To understand the differences between 2/4, 3/4 and 4/4 time signatures• To read and perform pitch notation within an octave.• That musicians practise on their own and with each other, considering and exploring the interrelated dimensions of music, in order to achieve a successful performance.
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