

<p>Writing</p>	<p>Fiction: Meeting Stories Model Text: The Meeting Secondary Unit: Discussion Texts</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"> • Openings and endings – explore the critical role of openings and endings in stories, and common pitfalls in our own stories. • Explore how more dramatic openings or endings might be achieved through restructuring: use a flashback, flash forward or 'memory' of the two characters parting ways, in addition to: <ul style="list-style-type: none"> ○ Short, ambiguous sentences to build initial suspense. ○ Position something unusual at the beginning of the story. ○ Start with a memory, the action or the ending and then flashback. ○ End with a short dramatic sentence, sometimes a degree of cliffhanger. ○ Use a first person reflection to show the long-term effect on the MC e.g. I will always remember..." • Explore the types and styles of conflict that might suit in a meeting plot pattern. • For first person narratives: demonstrate ability to avoid overuse of 'I' through manipulation of sentence and language patterns.
<p>Reading</p>	<p>Familiarity with books, stories & rhymes: Midnight Fox by Betsy Byars Varmints, by Helen Ward</p> <p>Comprehension focus(es) to investigate:</p> <p>Focus 1 (weeks 1 & 2) plot/structure:</p> <ul style="list-style-type: none"> • using initial clues from opening chapters, consider onward trajectory of the plot, linking to other known narratives with similar openings. Consider how initial questions & predictions are based on balancing consideration of known facts. <p>Focus 2 (weeks 3 & 4) role of character:</p> <ul style="list-style-type: none"> • signpost the core characters that have been introduced throughout the story so far. What role do each play on our overall understanding of the text? What is the role of the fox? What is the role of the uncle? What is the role of Petie throughout the narrative? <p>Focus 3 (weeks 5 & 6) viewpoints/perspectives, leading into themes/ideas.</p> <ul style="list-style-type: none"> • Deep dive on Tom; Consider his viewpoint relative to the viewpoints of Uncle Fred/Aunt Millie. Draw in supplementary characters as appropriate. Link to themes/arguments: what points might Betty Byars be making, if any? <p>Picture Book: Varmints</p> <ul style="list-style-type: none"> • Link particularly to themes & ideas from above: what is Varmints 'about'? What similarities and differences between this and Midnight Fox? What point is that author trying to make?
<p>SPAG</p>	<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis <p>Spelling</p> <ul style="list-style-type: none"> • Endings which sound like /ʃəl/ (-cial/-tial), • Silent letters <p>Common exception and tricky words:</p> <ul style="list-style-type: none"> • answer, amateur, average, awkward, bargain, bruise, cemetery, competition, disastrous, excellent, muscle, persuade, physical, queue, suggest, symbol



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

Mathematics	<p>Arithmetic:</p> <ul style="list-style-type: none">• To know and quickly recall multiplication and division facts for multiplication tables up to 12x12• To know how to multiply together three numbers• 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 <p>Number Decimals & Percentages</p> <ul style="list-style-type: none">• Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]• 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• Read, write, order and compare numbers with up to three decimal places• Solve problems involving number up to three decimal places <p>Geometry Properties of Shape</p> <ul style="list-style-type: none">• to identify 3-D shapes, including cubes and other cuboids, from 2-D representations• to know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles• to draw given angles, and measure them in degrees ($^{\circ}$)• to identify:<ul style="list-style-type: none">▪ angles at a point and 1 whole turn (total 360°)▪ angles at a point on a straight line and half a turn (total 180°)▪ other multiples of 90°• use the properties of rectangles to deduce related facts and find missing lengths and angles• distinguish between regular and irregular polygons based on reasoning about equal sides and angle <p>Position & Direction</p> <ul style="list-style-type: none">• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
Science	<p>Properties and changes of materials</p> <ul style="list-style-type: none">• To compare and group together everyday materials on the basis of their properties, including thermal conductivity.• Understand how to take measurements using a data logger with increasing accuracy.• To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including thermal conductivity and thermal insulation.• That scientists record and present findings in different ways.• To know that dissolving and changes of state are reversible changes.• That some materials will dissolve in liquid to form a solution.• That the process of evaporation can be used to help recover a substance from a solution.• To understand why scientists take repeat reading.• To know that mixing is a reversible change.• To know how to separate mixtures using filtering, sieving, evaporating and using magnets.• That some changes which materials undergo are not reversible and often result in the formation of a new material.• To know that these new materials can be useful, but also the changes can be problematic.
Religious Education	<p>If God is everywhere, why go to a place of worship? Pupils learn:</p>

	<ul style="list-style-type: none"> • To compare what makes a place special to a religious and non-religious believer and what positive effect this has on their lives. • The key features of a church, mosque and synagogue and the similarities and differences between the dominations of each (e.g. Anglican/Baptist church, Orthodox/Reform synagogue). • The important functions of a place of worship for the community and how believers visit these places to feel closer to God. • About the destruction of the Jewish Temple 'the house of God' and the 'Western wall' as affirmation that religious buildings are important. In the absence of the 'house of god', Jews visit synagogues in modern times. • That for some people a Church represents an institution with rules and they do not like those constraints. Christians do not have to go to Church to be a believer. (Community is the Body of Christ). • That worshipping in a home or outside can help with meditation; allow for silence; be a simpler way and can be calming. • Investigate the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. • To be able to reason why we could sell religious buildings to feed the poor and form their own opinions on whether this is right or wrong. • Theologians ask questions to religious and non-religious groups about the importance and meaning of a place of worship to develop their understanding. • To consider the following: Can you be a religious follower such as a Christian, Hindu or Jew if you do not visit a place of worship?
<p>Physical Education</p>	<p>Pupils learn: (OAA)</p> <ul style="list-style-type: none"> • To develop communication and negotiation skills. • To develop strong communication and negotiation skills to solve challenges. • To develop planning and problem solving skills. • To share ideas and work as a team to solve problems. • To develop navigation skills and map reading. • To create and follow a key and route on a map. <p>Tennis</p> <ul style="list-style-type: none"> • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent. • To work cooperatively with others and show honesty and fair play
<p>Geography</p>	<p>Sustainability</p> <ul style="list-style-type: none"> • To identify London, Mexico City and Madrid, and the countries they are in. To use maps to begin to make predictions about a place's climate. • That London, Madrid and Mexico City are the capitals of the UK, Spain and Mexico. • That Geographers use maps to display the information they have gathered. • That the Thames basin is the name of the area surrounding the River Thames. Any rain falling on it ends up in the Thames, which takes it to the sea. • That La Meseta Central is a plateau at the heart of the Iberian peninsula, with Madrid at its centre. • That the Valle de Mexico is a large internally-drained basin which is surrounded by volcanic mountains. • That human geographers study why cities and towns develop in certain places. • That London was founded by the Romans and was called Londinium. It was a suitable site for a city because of the River Thames and its access to the English Channel. • That Madrid was considered small and unimportant until it became the capital of Spain.

	<ul style="list-style-type: none"> • That Mexico City was founded by the Aztecs based on an ancient prophecy. It was built on islands across a system of lakes. • That Mexico City is one of the world’s largest and most polluted cities. • That important cultural and tourist attractions include Buckingham Palace and the Tower of London (London), Teotihuacán and Xoximilco (Mexico City), El Prado and La Plaza Mayor (Madrid). • That Geographers collect data about the climate, human and physical Geography of places. • The populations of each city and how they relate to other major cities.
<p>Computing</p>	<p>Programming - New Micro:bits</p> <ul style="list-style-type: none"> • That blocks used by programs like scratch and makecode represent strings of written code. • That a micro:bit is a type of computer that can be programmed to demonstrate different outputs. • To give examples of micro:bit hardware inputs (microphone, buttons, compass, accelerometer, usb & connectors, & radio antenna) and outputs (speaker, lights, usb & connectors). • To suggest uses for a micro:bit computer, based on its components. • 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). • To use the following makecode functions: Basic, Input, Music, Logic, Variables & Maths functions to create a scorecard for a simple poll. • To suggest why scoring programmes were developed and why they are more efficient than paper based versions <p>Online Safety</p> <ul style="list-style-type: none"> • The benefits and disadvantages technology has to health (mental and physical) • There is support available when mental health is being affected when linked to technology.
<p>PSHE</p>	<p>Living in the Wider World (Terms 5 and 6)</p> <p>Communities</p> <ul style="list-style-type: none"> • That everyone has human rights and that children have their own special rights set out in the UN Declaration of the Rights of the Child. • About the relationship between rights and responsibilities and there are different kinds of responsibilities, rights and duties at home, at school, and in the community. • That we have shared responsibilities for caring for other people and living things. • To think about the lives of people living in other places, and people with different values and customs. • To appreciate the range of national, regional, religious and ethnic identities in the UK specifically diversity and the benefits of living within a diverse community. • That everyone is entitled to their own beliefs and values which are important to them and the actions we take now can impact on our lives forever. <p>Economic Well-being: Money & Aspirations, Work and Career</p> <ul style="list-style-type: none"> • About the role money plays in their own and others’ lives. • About the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’, and increase their understanding of how to manage their money and become a critical consumer. • That some jobs are paid more than others and money is one factor which may influence a person’s job or career choice. • That some people may choose to do voluntary work which is unpaid. <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> • That communication happens in a variety of ways when online (including GIFs, emojis, memes).

	<ul style="list-style-type: none"> • That there are advantages and disadvantages to communicating online, with disadvantages including privacy issues, such as hacking; lack of physical, face-to-face contact; misinterpretation; possible online abuse. • What a 'digital footprint' is and that information about you online can affect someone's opinion of you.
<p>Art</p>	<p>Fruit bowl abstraction</p> <ul style="list-style-type: none"> • That cubism was an art movement heralded by Pablo Picasso and Georges Braque which sought to bring different views of subjects (objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted. • That a subject in art is the object that is being observed and drawn/painted. • That abstract art still follows 'rules' – reasons for why artistic decisions have been made/applied, such as specific colour palettes or compositional choices. • To express clear preferences of artwork and give some clear reasons for these choices based on aesthetic. • That artists do not have to choose and stick with one art style – this may change throughout their life, e.g. Pablo Picasso's change from traditional to modern. • That abstraction starts with observation, but allows for creative decisions when representing what you can see (e.g. drawing a sticker on a banana that does not actually have one). • This keeps the original idea clear to a viewer, but is not restricted by observational 'copying'. • That effective composition includes balancing the light and shadow across a piece of art. • That a viewer's eye needs to be drawn across a piece of art and this can be achieved through use of contrasting colours, shape (corners) and line (direction). • That you can create contrast in many ways, such as using round observed shapes with sharper abstracted shapes and angles, or use warm and cool colours to create contrast between the foreground and the background of a piece of art. • That negative space means the empty space around the subject of an art piece.
<p>Primary Languages – Spanish</p>	<p><u>Vocabulary:</u> To describe the weather verbally and in writing in different regions of Spain using a weather map with symbols.</p> <ul style="list-style-type: none"> • The weather (<i>el clima</i>) • It is raining (<i>está lloviendo</i>) • It is snowing (<i>está nevando</i>) • There is a storm (<i>hay tormenta</i>) • It is sunny (<i>hace sol</i>) • It is windy (<i>hace mucho viento</i>) • The weather is fine (<i>hace buen tiempo</i>) • The weather is not good (<i>hace mal tiempo</i>) • It is cold (<i>hace frío</i>) • It is hot (<i>hace calor</i>) • What weather is it? (<i>¿qué tiempo hace?</i>) • In the north (<i>en el norte</i>) • In the east (<i>en el este</i>) • In the south (<i>en el sur</i>) • In the west (<i>en el oeste</i>) • In the centre (<i>en el centro</i>) <p>How to ask what the weather is like today and respond appropriately. That listening and speaking is an important skill to have when learning a new language and doing so will enable us to communicate more effectively.</p>

	<p><u>Grammar:</u> The difference between 'hay' and 'hace'</p> <p>That often, in different languages, structures can be unique and don't always have a word for word translation (e.g. hay and hace)</p> <p><u>Cultural links:</u> When learning about the weather in Spain, look at Spanish weather reports at various points in the year. Link to Geography: map skills and finding out about Spain's climate.</p>
<p>Music</p>	<p><u>Ukulele</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • To sing partner songs • To sing with a sense of ensemble and performance • (Phrasing, accurate pitching and style) <p><u>Listening</u></p> <ul style="list-style-type: none"> • To listen to pieces of music and identify major and minor keys. <p><u>Composing</u></p> <ul style="list-style-type: none"> • To use chords to compose music to evoke a particular atmosphere, mood or environment • That compositions can be recorded in a variety of ways so that others can learn to play them. <p><u>Performing</u></p> <ul style="list-style-type: none"> • To develop skill of playing by ear, copying longer phrases and familiar phrases. <p><u>Reading notation</u></p> <ul style="list-style-type: none"> • To read and play short rhythmic phrases at sight using conventional symbols for known rhythms and note durations. • 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.