



Medium Term Plan
Year 5 – Term 6 – 2025/2026

Writing	<p>Non-fiction: Persuasion texts Model Text: Persuasive letter to the Warden Secondary Unit: Meeting stories</p> <p>Handwriting:</p> <ul style="list-style-type: none">• Maintain legibility in joined handwriting when writing at speed. <p>Composition: Persuasive tools, particularly when trying to get a 'tricky' reader on side: support views with reasons/evidence; disguise opinions; try to get the reader on side – appear reasonable; create momentum by suggesting these aren't just your views e.g. others have said that...; nudge the reader towards already agreeing e.g. You no doubt agree that...; use modal verbs or adverbs to express possibility e.g. could, perhaps; consider both sides of the argument e.g. It is true that... (link to discussion)</p>
Reading	<p>Class Text: Holes by Louis Sachar Picture Book: The Viewer by Shaun Tan</p> <p>Comprehension focus(es):</p> <ul style="list-style-type: none">• Focus 1 (weeks 1 & 2) role of setting: consider the contrast between initial setting and that of Camp Green Lake. Note details that author includes to create the contrast, and idea that it's an uncomfortable setting (important for meaning but also for persuasive writing).• Focus 2 (weeks 3 & 4) structure/plot, linked back to setting: create plot maps of the intertwining stories, paying particular attention to any cross over/linked ideas/settings/characters. <p>Focus 3 (weeks 5 & 6) main themes/ideas/arguments: What is this text really about? What key ideas are communicated about race, gender, inequality & even the criminal justice system.</p>
SPAG	<p>Spelling</p> <ul style="list-style-type: none">• Correct spelling of prior patterns and tricky words.• Endings which sound like /ʃesl/ (-cious/-tious)• Words containing the letter string ough• though, although, thought, through, enough, Teach: thorough, category, curiosity, desperate, determined, develop, dictionary, environment, equip, equipped, equipment, explanation, familiar, recognise, soldier. <p>Punctuation</p> <ul style="list-style-type: none">• Brackets, dashes or commas to indicate parenthesis
Mathematics	<p>Geometry: Position and Direction</p> <ul style="list-style-type: none">• Read and plot coordinates on a grid.• Translate points and shapes on grid.• Reflecting points and shapes on a grid.• Solve problems using coordinates. <p>Measurement: Converting Units</p> <ul style="list-style-type: none">• Convert between different units of metric measure.• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.• Solve problems involving converting between units of time. <p>Measurement: volume</p> <ul style="list-style-type: none">• Compare and estimate volume and capacity.



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Science	Living Things and their habitats <ul style="list-style-type: none">• To know that reproduction of living things is either sexual or asexual.• To know that sexual reproduction requires male and female cells to combine.• That asexual reproduction refers to the fact that a male and female are not required and, instead, an identical copy is made of the 'parent'.• To know the life cycles of a mammal, amphibian, insect and bird.• To be able to compare and contrast life cycles of different animals to identify similarities and differences.• To know that naturalists study living things in a range of worlds.• That David Attenborough and Jane Goodall are famous naturalists who have dedicated their lives to finding out about living things, filming them and educating us.• To be able to ask questions about the local area and plan different types of scientific enquiries to answer them, including recognising and controlling variables where necessary.• To know the process of sexual reproduction in flowering plants.• To label diagrams using a range of scientific language related to reproduction in plants.• To know that in asexual reproduction, only one parent is needed to reproduce a copy of the parent.• To know that some plants can grow new plants from bulbs, runners and tubers.• To know that sexual reproduction is the fertilisation of female sex cells (eggs) by male sex cells (sperm).• That fish, amphibians, birds and reptiles produce eggs. Mammals produce live young.• That some animal groups (fish and amphibians) reproduce through external fertilisation.• That some animal groups (mammals, birds, reptiles) reproduce through internal fertilisation.
DT	Structures: Building Bridges (Person Focus: Brunel) <ul style="list-style-type: none">• How suspension bridges are constructed and work (beam, arch, truss, lattice, warren and prat).• To understand the impact better bridge design has had on daily life.• To investigate and explore the effectiveness of different beam/pillar designs.• To build and test models to find a strong bridge design, applying their knowledge of stiffening and strengthening structures.• Consider the purpose of different bridges, such as railway, motorway or pedestrian.• That Isambard Kingdom Brunel was a famous British engineer, known for his role in iconic bridges and tunnels that are still in use today.• That designers use different materials and techniques for different products, purposes and environments.• To understand about the role of a civil engineer and architect in bridge design.• Write design criteria according to a given brief and design a prototype model.• To work collaboratively to produce a prototype according to an agreed design.• Consider the views of others and think of ways to improve their work.• Work safely and collaboratively with scissors, a hot glue gun and rolled paper straws to construct a bridge.• Devise tests to analyse a product according to design criteria.• Evaluate their product according to design criteria.
Religious Education	If God is everywhere, why go to a place of worship? <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).



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	<ul style="list-style-type: none">• 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?
Physical Education	Athletics <ul style="list-style-type: none">• To be able to apply different speeds over varying distances.• To develop fluency and co-ordination when running for speed.• To develop technique in relay changeovers.• To develop technique and co-ordination in the triple jump.• To develop throwing with force for longer distances.• To develop throwing with greater control and technique.• To think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Cricket <ul style="list-style-type: none">• To be able to apply different speeds over varying distances.• To develop fluency and co-ordination when running for speed.• To develop technique in relay changeovers.• To develop technique and co-ordination in the triple jump.• To develop throwing with force for longer distances.• To develop throwing with greater control and technique.• To think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.
Geography	Thames Basin and London, La Meseta and Madrid, Valle de Mexico and Mexico City <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.• That Mexico City was founded by the Aztecs based on an ancient prophecy. It was built on islands across a system of lakes.



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	<ul style="list-style-type: none"> • 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>PSHE : Living in the wider world. (across 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). • 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>Music</p>	<p>Ukelele</p> <p>Singing</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>Listening</p> <ul style="list-style-type: none"> • To listen to pieces of music and identify major and minor keys. <p>Composing</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>Performing</p> <ul style="list-style-type: none"> • To develop skill of playing by ear, copying longer phrases and familiar phrases. <p>Reading notation</p>



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	<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.
Primary Languages – Spanish	<p>Weather (¿qué tiempo hace?)</p> <p>Vocabulary: 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>) <ul style="list-style-type: none">• 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>Grammar:</p> <ul style="list-style-type: none">• The difference between 'hay' and 'hace'• 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>Cultural links:</p> <ul style="list-style-type: none">• 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.