68Eastry C of E Primary School Medium Term Plan: KS2 Year 5

| Creating<br>Use info to create something new | Evaluating<br>Critically examine info and make judgements | Analysing<br>Take info apart and explore relationships | Exceeding Skills |
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| Applying<br>Use info in a new situation | | | |
| Understanding<br>Understand and make sense of info | | | Expected Skills |
| Remembering<br>Remember and recall info | | | Emerging Skills |

Democracy

Rule of Law

Cultures & religion

Mutual respect

Individual liberty

Topic: Topic Q: **How did Churchill's 'few' alter the course of WW2?**

Term: 5
Hooks: WWW2 day – led by Mrs Sullivan, dress up and become evacuees.
Texts: Carrie's War by Nina Bawden, Blitz by Robert Westall

| Area of Learning | Skill/ Small steps | Week 1 | **Week 2** | Week 3 | Week 4 | Week 5 | Week 6 |
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| **Reading** | Different VIPER skills taught in conjunction with class reader and texts linking to our topic of the natural word and being stewards of the earth. | Prediction/ Retelling/context/characterisation Comprehension<br>**Carrie's War by Nina Bawden**<br><br>Blitz by Robert Westall | Vocabulary/prediction retrieval/skimming/ Comprehension Children during<br>**Carrie's War by Nina Bawden**<br><br>Blitz by Robert Westall | vocabulary/prediction/ Inference/explanation/Comprehension<br>**Carrie's War by Nina Bawden** | Inference/vocabulary/ explanation/ author's intent /Comprehension<br>**Carrie's War by Nina Bawden** | prediction/summarise/characterisation /Comprehension<br><br>**Carrie's War by Nina Bawden** | inference/prediction vocabulary/Comprehension/ Explanation<br><br>**Carrie's War by Nina Bawden** |
| Writing | Classic fiction and letter writing.<br>Speaking skills<br>listen and respond appropriately<br>ask relevant questions/ participate actively in collaborative conversations/ participate in role-play/ use relevant strategies to build their vocabulary<br>Comprehension<br>Provide reasoned justifications for their views/Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader/Explain and discuss their understanding of what they have read, including through formal presentations and debates<br>Provide reasoned justifications for their views<br>Composition<br>Plan their writing by: identifying the audience purpose of the writing, using other similar | Narrative- Classic fiction | Narrative- Classic fiction<br>Diary entry | Narrative- Classic fiction<br><br>Big write, plan and edit. | Letter writing | Letter writing | Letter writing<br><br>Big write plan and edit. |

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| | texts as models for their own writing noting and developing initial ideas, drawing on reading and research where necessary<br>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning /<br>in narrative texts, describing settings, characters and atmosphere<br>Evaluate and edit by:. assessing the effectiveness of their own and others' writing/. Proposing changes to grammar, vocabulary and punctuation to enhance effects.<br>I can use some ideas from authors I have read, listened to, or seen performed .<br>Sometimes I am able to use their features and/ or their language.<br>Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially. | | | | | | |
| GPS | <u>Grammar</u><br>Write expanded noun phrases to describe a character<br>Revise grammatical terms: noun, verb, adjective, adverb, preposition & determiner.<br>Learn to identify modal verbs in texts; Use them in writing<br>Start to understand how the passive voice affects the presentation of information.<br><br><u>Spellings</u><br>Be able to recognise the root word, prefix and suffix, when they can be found; I know how to apply some accurately to spell words e.g. – ful, less, er and est.<br>Be able to spell accurately most words that are often misspelt (Yr. 3-4) and begin to learn some from the Yr. 5-6 list and other similar words.<br>Be able to use a dictionary & thesaurus with increasing confidence<br>With revision and guidance, I proof-read writing in order to identify spelling errors.<br>Spellings<br><br><u>Punctuation</u><br><br>Use hyphens for effect.<br><br>During shared reading experiences, discuss how punctuation marks are used to create pauses.<br>Revise the punctuation rules for direct speech<br>With revision and guidance, proof-read writing in order to locate and correct punctuation errors | Grammar – selecting and using the correct pronoun.<br><br>Punctuation – to use commas appropriately in order to separate clauses and make the meaning clear<br><br>Spellings – Introduce common exception words / words from the statutory word list<br><br>I can use a suffixes, and understand how to add them e.g. -ate, ise, ify | Grammar - Expanding noun phrases.<br><br>Punctuation- Bullet points<br><br>Spellings – prefixes:<br><br>(revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) | Grammar – active and passive voice<br><br>Punctuation- Punctuate direct speech- revision.<br><br>Spellings- explore the etymology behind some words from different cultures or countries | Grammar – explore past and present and future progressive tense, focus on how the verb changes.<br><br>Punctuation - Brackets and dashes, hyphens<br><br>Spellings – spelt ei after c (and other ie/ei words) use of the hyphen (to spell words) I use the hyphen to join a prefix to a root e.g. re-enter. | Grammar – subject verb agreement<br>Using a range of conjunctions<br><br>Punctuation<br>Proof read to locate and correct punctuation errors.<br><br>Spellings-<br>prefixes:<br><br>(revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-) | Grammar – using modal verbs<br>antonyms and synonyms<br>Punctuation - speech punctuation. Direct and indirect speech.<br><br>Spellings-<br>Etymology Greek words origin ph ch and sc spellings |

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| Maths | | | | | | | |
| Science<br><br>Animals including humans | Record data using tables, scatter graphs, bar and line graphs.<br><br>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms.<br><br>Identify scientific evidence that has been used to support or refute ideas or argument.<br><br>Record data using scientific diagrams and labels.<br><br>Identify scientific evidence that has been used to support or refute ideas or argument. | Unit: Animals including humans<br><br>Kent Science scheme<br><br>LQ: Can I describe the changes as humans develop from birth to old age?<br><br>Digging deeper question: Can you come up with questions that you might have about the change in human development? | Unit: Animals including humans<br><br>LQ: What is gestation period and how does the gestation differ in different animals?<br><br>Digging deeper: Predict the gestation periods of an elephant and explain your reasoning. | Unit: Animals including humans<br><br>Kent Science scheme<br><br>LQ: How does the length of a baby change over time? | Unit: Animals including humans<br><br>Kent Science scheme<br><br>LQ: What happens to the human body during puberty? | Unit: Animals including humans<br><br>Kent Science scheme<br><br>LQ: What happens to adults as they become older? | Unit: Animals including humans<br><br>Kent Science scheme<br><br>LQ: Can I record complex data using graphs and models, identifying the relationship between variables? |
| RE<br><br>**JUDAISM**<br><br>What does it mean to be Jewish in Britain today? | I can make connections between Jewish practice teaching from the Torah and their beliefs about God<br>I can give examples of Jewish festivals and explain how they impact Jewish people today<br>I can explain the meaning and significance of Jewish rituals and practices.<br>I can comment thoughtfully on how the role of women varies within Judaism.<br>I can answer the key question from different perspectives, including my own.<br>Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray.<br>Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others.<br>Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year.<br>Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites.<br>Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it. | LQ: Who are Jewish people?<br>What do they believe? | LQ: Where do Jewish people get advice and guidance from? | LQ: What do Jewish people do at the start of their new year? | LQs: Why is freedom important for Jewish people?<br><br>Why do Jewish people celebrate Pesach (Passover) each year? | LQ: How else do Jewish people live out their faith? | LQ: Is giving to charity important to Jewish people? |
| Computing | Knowledge: | LQ: How can I add text and change text? | LQ: How can I add text and change text? | LQ: How can I add boxes and shapes? | LQ: How can I add boxes and shapes? | LQ: How can I add tables and change margins? | LQ: How can I add tables and change margins? |

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| Word processing<br><br>Class split – lessons taught over two weeks | • Children can add appropriate text to their document, formatting in a suitable way.<br>• Children can use a style set in Word.<br>• Children can use bullet points and numbering.<br>• Children can add text boxes and shapes.<br>• Children can consider paragraph formatting drop capitals.<br>• Children can add hyperlinks to an external website<br>• Children can add tables to present information.<br>• Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns.<br>• Children can add word art for a heading.<br>• | Class split – lessons taught over two weeks<br><br>Online safety<br><br>Managing online information. | Online safety<br><br>Managing online information. | Online safety<br><br>Managing online information. | Online safety<br><br>Health, well-being and lifestyle. | Online safety<br><br>Health, well-being and lifestyle. | |
| History<br><br>WW2<br><br>**Architecture**<br><br>**Jobs, economy, trade** | <u>chronological understanding</u><br>-Be able to use historical language in work e.g. civilisations/nations/democracy/infer/impact<br>-Place historical eras on a timeline showing periods of time<br>-Be able to build up a picture of what main events happened in Britain /the world during different centuries<br>-Use correct dates in work<br><u>Knowledge & interpretation</u><br>-Describe and give opinion about historical events<br>-Be able to appreciate that significant events in history have helped shape the country we have today<br>-Describe features of historical events & people from past societies & periods we have studied<br><u>Historical enquiry</u><br>-Be able to appreciate how historical artefacts have helped us to understand more about British lives in the past and present | LQ: What main events happened in Britain during WW2 and do I understand the chronology of our British history?<br><br>LQ: What was dig for victory?<br><br>PPA cover | LQ: Why was WW2 initially known as the phoney war? | LQ: What role did Churchill's Few play in winning the battle of the skies?<br><br>LQ: Can I research and select historical information about Churchill's life? | How did the WW2 / Battle of Britain affect the workplace? E.g. for women.<br><br>**Architecture**<br><br>**Jobs, economy, trade** | LQ: What was Churchill's reaction to the Dunkirk evacuation, the Battle of Britain and the Blitz? | LQ: How can I use recounts and photographs to establish the events of the Dunkirk rescue? |
| Geography | <u>locational knowledge</u> | NA | LQ: Can I become familiar with the location | NA | NA | LQ: Can I use an atlas to locate European | NA |

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| | Can I locate some countries of the world on a world map with more accuracy?<br><br><u>Human & physical geography.</u><br><br>.<br><u>Place knowledge</u><br><br><u>Geographical Skills and Fieldwork</u><br>-Be able to use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features? | | of the countries involved in first year of WW2 by locating them on a map of 1939 Europe? | | | countries invaded by Germany? | |
| Art | I know how to organise line, tone, shape and colour to represent figures and forms in movement.<br><br>Improve their mastery of art and design techniques, including painting. | NA | | LQ: What was the Blitz and can I portray the Blitz through art?<br><br>Can I create a powerful, emotive silhouette?<br><br>PPA cover | LQ: What was the Blitz and can I portray the Blitz through art?<br><br>Can I create a powerful, emotive silhouette?<br><br>PPA Cover | LQ: How do we create a water painting to show what happened in<br><br>Dunkirk?<br><br>PPA cover | LQ: How do we create a water painting to show what happened in Dunkirk?<br><br>PPA cover |
| D.T | <u>Designing-understanding users, contexts and Purposes</u><br>-describe purpose of product<br>-indicate the design features of their products that will appeal to intended users<br>• Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose<br>Linked to WW2 children.<br><br><u>Designing - Generating, developing, modelling and communicating ideas-</u><br>• Make design decisions considering time and resources. For those in WW2.<br><br><u>Making - Planning</u><br>-select tools and equipment suitable for the task (thinking about what was available during WW2)<br>-explain their choice of tools and equipment in relation to the skills and techniques they will be using<br>-select materials and components suitable for the task<br><u>Making – Practical skills and techniques</u><br>• Mainly accurately assemble, join and combine materials/components (Sewing)<br><br>-follow procedures for safety<br>-use textiles<br><u>Technical Knowledge – Making products work</u><br>Think about user and aesthetics when choosing textiles.<br>Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.<br><br>Evaluation:<br>Of properties and aesthetic qualities<br>-that materials can be combined and mixed to create more useful characteristics. | NA | LQ: What is meant by 'make do and mend'?<br><br>Can I annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas?<br><br>PPA Cover | LQ: How can I darn a sock, selecting the correct tools suitable to safely carry out this task. | LQ: How can I darn a sock, selecting the correct tools suitable to safely carry out this task. | LQ: How can I darn a sock and review my improvements? | <u>NA</u><br><br><u>Finishing off</u> |

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| | Evaluate ideas and finished product against specification, considering purpose and appearance. | | | | | | |
| P.E | <u>Coaches – Athletics</u><br><br>Beginning to build a variety of running techniques and use with confidence.<br><br>Can perform a running jump with more than one component.<br>Beginning to record peers performances and evaluate these.<br>Demonstrates accuracy and confidence in throwing and catching activities.<br>Describes good athletic performance using correct vocabulary.<br>Can use equipment safely and with good control. | Athletics<br><br>During javelin can I demonstrates accuracy and confidence in throwing and catching activities? | Athletics<br><br>During shot putt can I demonstrates accuracy and confidence in throwing and catching activities? | Athletics<br><br>Can I perform a running jump with more than one component? | Athletics<br><br>Can I build a variety of running techniques and use with confidence? | Athletics<br><br>Can I build a variety of running techniques and use with confidence? | Athletics<br><br>Can I record peers performances and evaluate these? |
| PSHE<br><br>Changing me | <u>Knowledge:</u><br><br>• Know what perception means and that perceptions can be right or wrong<br>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally<br>• Know that sexual intercourse can lead to conception<br>• Know that some people need help to conceive and might use IVF<br>• Know that becoming a teenager involves various changes and also brings growing responsibility<br><br>Social and emotional skills<br><br>• Can celebrate what they like about their own and others' self- image and body-image<br>• Can suggest ways to boost self-esteem of self and others<br>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them<br>• Can ask questions about puberty to seek clarification<br>• Can express how they feel about having a romantic relationship when they are an adult<br>• Can express how they feel about having children when they are an adult | Changing me<br>Self and Body Image | Changing me<br>Puberty for Girls | Changing me<br>Puberty for boys | Changing me<br>Conception | Changing me<br>Looking ahead 1 | Changing me<br>Looking ahead 2 |

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| | • Can express how they feel about becoming a teenager<br>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult | | | | | | |
| French<br><br>EN Classes | Knowledge:<br>Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. • Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case/rucksack. | LQ: Can I begin to name some classroom equipment. | LQ: Can I consolidate the classroom equipment already learnt and begin to learn five more words? | LQ: Can I write sentences using the correct j'ai or je n'ai pas de for each of the items? | LQ: Can I ask the question qu'est ce qu'il y a dans ta trousse? (What do you have in your pencil case?) and begin answers with dans ma trousse... (In my pencil case…)? | LQ: Can I learn simple classroom demands? | LQ: can I consolidate speaing French to say classroom items, ask and answer a question and give demands? |
| Music | <u>Term 5</u><br><br><u>Trumpets</u> | | | | | | |
| Learning Environment in corridor displays | | | | | | | |