

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

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

- Democracy
- Rule of Law
- Cultures & religion
- Mutual respect
- Individual liberty

Topic: Topic Q:

Term: 5

Hooks: World War 2 specialist 2 day visit.

Texts: Carrie's War by Nina Bawden

Area of Learning	Skill/ Small steps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Different VIPER skills taught in conjunction with class reader and texts linking to our topic of the natural world and being stewards of the earth.	Prediction/ Retelling/context/characterisation Comprehension Carrie's War by Nina Bawden	Vocabulary/prediction retrieval/skimming/ Comprehension Children during Carrie's War by Nina Bawden	vocabulary/prediction/ Inference/explanation/ Comprehension Carrie's War by Nina Bawden	Inference/vocabulary/ explanation/ author's intent /Comprehension Carrie's War by Nina Bawden	prediction/summarise/ characterisation /Comprehension Carrie's War by Nina Bawden	inference/prediction vocabulary/Comprehension/ Explanation Carrie's War by Nina Bawden
Writing	Classic fiction and letter writing. <u>Speaking skills</u> listen and respond appropriately ask relevant questions/ participate actively in collaborative conversations/ participate in role-play/ use relevant strategies to build their vocabulary <u>Comprehension</u> 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 Provide reasoned justifications for their views <u>Composition</u> Plan their writing by: identifying the audience purpose of the writing, using other similar texts as models for their own writing noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning /	Classic fiction	Classic fiction	Classic fiction Big write, plan and edit.	Letter writing	Letter writing	Letter writing Big write plan and edit.

	<p>in narrative texts, describing settings, characters and atmosphere</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing/. Proposing changes to grammar, vocabulary and punctuation to enhance effects.</p> <p>I can use some ideas from authors I have read, listened to, or seen performed . Sometimes I am able to use their features and/ or their language.</p> <p>Make independent attempts to introduce new paragraphs or sentences in ways which help my ideas to follow sequentially.</p>						
GPS	<p>Grammar</p> <p>Write expanded noun phrases to describe a character</p> <p>Revise grammatical terms: noun, verb, adjective, adverb, preposition & determiner.</p> <p>Learn to identify modal verbs in texts; Use them in writing</p> <p>Start to understand how the passive voice affects the presentation of information.</p> <p>Spellings</p> <p>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.</p> <p>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.</p> <p>Be able to use a dictionary & thesaurus with increasing confidence</p> <p>With revision and guidance, I proof-read writing in order to identify spelling errors.</p> <p>Spellings</p> <p>Punctuation</p> <p>Use a comma correctly, to separate clauses and make the meaning clear.</p> <p>Identify colons within a text and explain how it is used.</p> <p>Use hyphens for effect..</p> <p>During shared reading experiences, discuss how punctuation marks are used to create pauses.</p> <p>With revision and guidance, proof-read writing in order to locate and correct punctuation errors</p>	<p>Grammar - Relative clause</p> <p>Punctuation – to use commas appropriately in order to separate clauses and make the meaning clear</p> <p>Spellings – I can use a prefix, and understand how to add them.</p>	<p>Grammar – modal verbs which indicate degrees of possibility and apostrophes for plurals.</p> <p>Punctuation- . Identify punctuation errors</p> <p>Spellings – double consonants</p>	<p>Grammar – Expanding noun phrases</p> <p>Punctuation- identify and practise using a range of further punctuation marks; I know how they are used.</p> <p>Spellings- suffixes, and understand how to add them e.g. -cious, -cial, -ant, -ence, -ancy.</p>	<p>Grammar – Passive voice</p> <p>Punctuation - identify a pair of commas, brackets or dashes within a text and explain how they are used.</p> <p>Spellings – I use the hyphen to join a prefix to a root e.g. re-enter.</p>	<p>Grammar – tenses</p> <p>Punctuation use commas to make the meaning clear</p> <p>Spellings- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Grammar – subject verb agreement</p> <p>Punctuation - Bullet points</p> <p>Spellings- use a thesaurus</p>

Maths	<p>I can read and write decimal numbers as fractions over 10 and 100.</p> <p>I know the decimal equivalents of $\frac{1}{x}$, $\frac{1}{y}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25</p> <p>I can read and write decimal numbers as fractions</p> <p>I can recognise the percent symbol (%) and understand percent means number of parts per hundred and write percentages as a fraction with a denominator 100 and as a decimal</p> <ul style="list-style-type: none"> I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{x}$, $\frac{1}{y}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25. I can identify 3D shapes, including cubes and cuboids, from 2D representations I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles I can draw given angles and measure them in degrees ($^{\circ}$) <p>I can identify:</p> <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ turn (total 180°) other multiples of 90° I can use the properties of rectangles to deduce related facts and find missing lengths and angles <p>I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	<p>Number decimals</p> <p><u>Adding decimals crossing the whole</u></p> <p>White Rose Summer 1</p>	<p>Number decimals</p> <p><u>Adding and subtracting decimals</u></p> <p>White Rose Summer 1</p>	<p>Number decimals</p> <p><u>Multiplying decimals</u></p> <p>White Rose Summer 1</p>	<p>Properties of shape</p> <p><u>Comparing and measuring angles.</u></p> <p>White Rose Summer 2</p>	<p>Properties of shape</p> <p><u>Drawing lines and angles.</u></p> <p>White Rose Summer 2</p>	<p>Properties of shape</p> <p><u>Calculating angles</u></p> <p>White Rose Summer 2</p>
Science	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>PSHE/RSE</p>	<p>PSHE/RSE</p>	<p>PSHE/RSE</p>	<p>PSHE/RSE</p>	<p>PSHE/RSE</p>	<p>PSHE/RSE</p>
RE	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p>	<p>LQ: What helps you through the journey of life? What helps Muslims</p>	<p>LQ: What is the key belief of Muslims? How</p>	<p>LQ: Why does prayer matter to Muslims?</p>	<p>LQ: How is charity important to Muslims?</p>	<p>LQ: Why do Muslims fast?</p>	<p>LQ: Why do Muslims want to go on pilgrimage?</p>

<p>Islam</p> <p>What does it mean to be a Muslim in Britain today?</p>	<p>Make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p>	<p>through the journey of life?</p>	<p>does this affect their life?</p>		<p>How is charity important to you?</p>		
<p>Computing</p>	<p>Pupils know what the 2Design and Make tool is for. • Pupils have explored the different viewpoints in 2Design and Make whilst designing a building.</p> <p>Pupils have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.</p> <p>Pupils have explored how to edit the polygon 3D models to design a 3D model for a purpose</p> <p>Pupils have refined one of their designs to prepare it for printing. • Pupils have printed their design as a 2D net and then created a 3D model. • Pupils have explored the possibilities of 3D printing.</p>	<p>Computing: Purple Mash</p> <p>Online safety</p> <p>LQ: What is spam and how do I protect myself from unwanted spam?</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To be introduced to 2Design and Make.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To explore the effect of moving points when designing.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand designing for a purpose.</p> <p>Online safety</p> <p>Managing online information.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand designing for a purpose.</p> <p>Online safety</p> <p>Health, well-being and lifestyle.</p>	<p>Computing: Purple Mash 3D Modelling</p> <p>To understand printing and making.</p> <p>Online safety</p> <p>Health, well-being and lifestyle.</p>
<p>History</p>	<p>Can I use historical language in my work?</p> <p>Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p> <p>Can I use correct, specific dates in my work?</p> <ul style="list-style-type: none"> Can I describe and give opinions about historical events from the different periods I am studying? Can I appreciate that specific significant events in history have helped shape the country we have today? Can I describe features of historical events and people from past societies and periods I have studied? Can I summarise how Britain has had a major influence on world history? Can I appreciate how historical artefacts have helped us to understand more about British lives in the past and present? <p>Can I make comparisons between historical periods; explaining things that have changed and</p>	<p>LQ: What do we know about British Evacuees during WW2?</p>	<p>LQ: What is mining and why is this important in my community?</p>	<p>WW2 - 2day experience led by WW2 specialist</p> <p>Air raids, evacuees, rationing and propaganda.</p>	<p>LQ: Can I compare mining from the early and mid-19th century to mining in the 21st Century?</p>	<p>LQ: How were 20th century Minors treated in my local community – Deal?</p>	<p>LQ: Can I talk about the importance of Mining in my local community – Deal?</p>

	<p>things that have stayed the same using different sources?</p> <ul style="list-style-type: none"> Can I identify and explain my understanding of propaganda? 						
Geography	<p>Can I locate countries and cities of the UK with more accuracy (in addition to capital cities)?</p> <p>Can I identify aspects of physical geography and human geography that have changed over time in a given location?</p> <p>Can I describe and understand some aspects of physical geography?</p> <p>Can I use 2 of the following – maps, atlases, globes, digital/computer mapping to locate countries and describe their features?</p>	NA	LQ: Can I use a map to locate mining towns.	NA	LQ: How our part of Kent has developed with a particular focus on mining at Betteshanger?	LQ: How has the physical and human geography changed since mining stopped in Kent?	LQ: How has the heritage of mining been preserved in Kent?
Art		NA	NA	NA	NA	NA	NA
D.T	<p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	Make do and mend Gonks.	Make do and mend 'Dig for victory' and rationing WW2 research	Make do and mend: Can I design a simple healthy meal for a small family following WW2 rationing?	Make do and mend: Can I follow my design and make a small meal following WW2 rationing?	Make do and mend: Evaluate products used and recommended during WW2.	WW2 themed street party
P.E	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Rounders</p> <p>Does my throwing and catching reflect my field position?</p>	<p>Rounders</p> <p>Can I accurately hit (bat) a bowled ball to target?</p>	<p>Rounders</p> <p>Can I practise under arm bowling and understand the role of a post position?</p>	<p>Rounders</p> <p>Can I practise deep fielding and returning a ball to a given position?</p>	<p>Rounders</p> <p>Can I play a mini game with rounders rules and position play different positions?</p>	<p>Rounders</p> <p>Can I play rounders competitive game.</p>
PHSE	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p>	<p>Changing me</p> <p>Self and Body Image</p>	<p>Changing me</p> <p>Puberty for Girls</p>	<p>Changing me</p> <p>Puberty for boys</p>	<p>Changing me</p> <p>Conception</p>	<p>Changing me</p> <p>Looking ahead 1</p>	<p>Changing me</p> <p>Looking ahead 2</p>

	<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I move to my next class.</p>						
French	<p>Creating phrases both spoken and written.</p> <p>Pronouncing French sounds (letters)</p> <p>imperative verb changes</p> <p>Reading imperative phrases.</p> <p>Giving directions/instructions using imperatives.</p>	<p>Getting around town</p> <p>Where are you going?</p>	<p>Getting around town</p> <p>Places in town</p>	<p>Getting around town</p> <p>Transport</p>	<p>Getting around town</p> <p>Asking for directions</p>	<p>Getting around town</p> <p>Preposition of place</p>	<p>Getting around town</p> <p>Giving directions</p>
Music	<p>Term 6</p> <p>Tutor</p> <p>Learn how to play two new chord shapes, C7 and G7. F and C7 will be used to learn and perform 'Don't Sit Under the Apple Tree', a popular song from World War Two.</p> <p>Learn how to do upstrokes as well as downstrokes when strumming rhythm patterns.</p> <p>Read TAB notation, learn a simple major scale and use it to compose simple melodies.</p> <p>Explore different rhythm patterns including Mars from The Planet Suite.</p>	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles	
Learning Environment in corridor displays							