



Spring Medium Term Plan – Year 5

School Driver Focus

Spring 1 – Effective Participator

Spring 2 – Creative Thinker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and 	<ul style="list-style-type: none"> Read, spell and pronounce scientific vocabulary accurately Relate the outcome from an enquiry to scientific knowledge, in order to state whether evidence supports or refutes an argument or theory Explain a conclusion from an enquiry Explain causal relationships in an enquiry Report findings from enquiries in a range of ways Use the outcome of test results to make predictions and set up a further comparative fair test make Record date and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Measure accurately and precisely, using a range of equipment Control variables in an enquiry Plan different types of scientific enquiry. 	Previous vocab plus, notice patterns, relationships independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, scatter graphs, line graphs, causal relationships, support/refute, data loggers.	<ul style="list-style-type: none">



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		written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments			
	Earth and space	Pupils should be taught to: • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		Earth, planets, sun, solar system, moon, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks.	



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Computing	E Safety	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> To understand the advantages, disadvantages and purposes of altering an image digitally and the reasons for this To be aware of appropriate and inappropriate texts, photographs, videos and the impact of sharing them online. To ensure reliability through using different methods of communication. 	Refine procedures Variable Hardware + software control Change inputs Different outputs Articulate solutions Commands Online sharing Multimedia effects Multimedia modification	
	Technology (Digital Literacy)	Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content	<ul style="list-style-type: none"> To recognise and evaluate different types of information I find on the World Wide Web. To describe the different parts of a webpage. To find out who the information on a webpage belongs to. 	Transitions Hyperlinks Editing tools Refining Online sharing Computing devices Internet parts Collaboration Responsibility Searching strategies Spreadsheets Complex searches (and/or: </>)	
	Information technology	Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish	<ul style="list-style-type: none"> To review an existing website and structure. To plan features of a web page. To design own website using a programmes editing tools. 	Problem solving Present answers	



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		given goals, including collecting, analysing, evaluating and presenting data and information		Analyse information Question data Interpret Webpages	
	Computer science	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web	<ul style="list-style-type: none"> • To design and program a character game using block or java script code. • To design own programmable sprite character. • To add features and effects to enhance a game. • To create a backdrop, sprite and new algorithm for a new game (no template). 		<ul style="list-style-type: none"> •



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		Appreciate how [search] results are selected and ranked			
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Geography	Locational Knowledge	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<ul style="list-style-type: none"> To identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day. 	<p>Key Physical Geography vocabulary: (in addition to previous years) terrain, climate, counties, regions.</p> <p>Key Human Geography vocabulary: (in addition to previous years) settlement, town, city, land use, region, economic activity, trade route.</p> <p>Use 8 points of a compass, grid-reference, scale, grid lines, OS symbols, longitude, latitude, Northern and Southern hemisphere, Prime/Greenwich Meridian, time zones.</p>	



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		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
	Human and physical feature	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> • To understand weather patterns around the world and relate these to climate zones. • To understand how humans affect the environment over time. 		



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	Geographical skills and fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world & use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Using Maps</p> <ul style="list-style-type: none"> To begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) <p>Style fo Map</p> <ul style="list-style-type: none"> To use index and contents page within atlases. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives	<ul style="list-style-type: none"> To place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. 	Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify,	



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		within and across the periods they study.	<ul style="list-style-type: none">• To gain greater Historical perspective by placing their growing knowledge into different contexts.• To use and relevant terms and period labels - Empire, civilisation parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.• To make comparisons between different times in the past.• To develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.	Hypothesis, Sift arguments, Sources, Infer, Reliable AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse	
	Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none">• To select relevant sections of information.• To use the library and internet for research with increasing confidence.• To answer and devise own Historically valid questions about change, cause, similarity and difference and significance		
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none">• To recall, select and organise historical information.• To construct informed responses that involve thoughtful selection and		



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			organisation of relevant Historical information. • To communicate their knowledge and understanding through discussion, draw in		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> To use sketchbooks Plan a sculpture through drawing and other preparatory work. To use the sketch book to plan how to join parts of the sculpture. To keep notes which consider how a piece of work may be developed further To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. To adapt work as and when necessary and explain why. 	Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire Mixing Model Observation	
	Painting	KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	• To confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Oil pastels Overlays Pencil Perspective Sculpture	



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	Sculpture	KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	<ul style="list-style-type: none"> • To work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • To gain experience in model ling over an armature: newspaper frame for modroc. • To use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • To show increasing confidence to carve a simple form. • To use language appropriate to skill and t create sculptures, confidently and successfully joining. • To show increasing confidence to carve a simple form. • To use language appropriate to skill and technique. 	Shape Textiles Texture Tools Wire	
	Texture pattern colour line and tone	KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.	<ul style="list-style-type: none"> • To included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. 		
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> • To recognise the art of key artists and begin to place them in key movements or historical events. 		



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			<ul style="list-style-type: none"> • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • To explore a range of great artists, architects and designers in history. • To compare the style of different styles and approaches. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Games	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own	Health and Fitness <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise. Striking and hitting a ball <ul style="list-style-type: none"> • To use different techniques to hit a ball. • To identify and apply techniques for hitting a tennis ball. • To explore when different shots are best used. 	Beats Bounce pass Canon Collaboration Defend Dodging Footwork Goal Intercepting Land Marking Motif Names of Positions No-Contact Overhead pass	



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		<p>success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> • To consolidate different ways of throwing and catching, and know when each is appropriate in a game. <p>Travelling with a ball</p> <ul style="list-style-type: none"> • To use a variety of ways to dribble in a game with success. • To use ball skills in various ways and begin to link together. <p>Passing a Ball</p> <ul style="list-style-type: none"> • To pass a ball with speed and accuracy using appropriate techniques in a game situation. <p>Possession</p> <ul style="list-style-type: none"> • To keep and win back possession of the ball effectively in a team game. <p>Using Space</p> <ul style="list-style-type: none"> • To demonstrate an increasing awareness of space <p>Attacking and Defending</p> <ul style="list-style-type: none"> • To choose the best tactics for attacking and defending. Shoot in a 	<p>Pivot</p> <p>Point</p> <p>Positions</p> <p>Push</p> <p>Receive</p> <p>Sections</p> <p>Shoulder Pass</p> <p>Signal</p> <p>Step</p> <p>Unison</p> <p>Variation</p> <p>Backhand</p> <p>Drop Serve</p> <p>Forehand</p> <p>Overhead score</p> <p>Rally</p> <p>Rally Building</p> <p>Scoring</p> <p>Volley</p>	
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			<p>game. Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Tactics and Rules</p> <ul style="list-style-type: none"> • To know when to pass and when to dribble in a game. • To devise and adapt rules to create their own game. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To consistently perform and apply skills and techniques with accuracy and control. • To take part in competitive games with a strong understanding of tactics and composition. <p>Evaluate</p> <ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performance. • To explain why they have used particular skills or techniques, and the effect they have had on their performance 		
	Gymnastics	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control 	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. 	<p>Arch</p> <p>Asymmetrical</p> <p>Balance</p> <p>Bridging</p> <p>Canon</p>	



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		<p>and balance [for example, through athletics and gymnastics].</p> <ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • To explain some safety principles when preparing for and during exercise. <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To confidently use equipment to vault in a variety of ways. • To apply skills and techniques consistently. • To develop strength, technique and flexibility throughout performances. • To combine equipment with movement to create sequences. <p>Vault</p> <ul style="list-style-type: none"> • To hurdle step onto springboard • To squat on vault • To straddle on vault • To star jump off • To tuck jump off • To straddle jump off • To pike jump off • To squat through vault <p>Shapes & Balances</p> <ul style="list-style-type: none"> • To balance on apparatus • To complete part body weight partner balances <p>Compete/Perform</p>	<p>Counterbalance</p> <p>Direction</p> <p>Dish</p> <p>Dynamic</p> <p>Evaluate</p> <p>Extend</p> <p>Level</p> <p>Points of balance</p> <p>Pull</p> <p>Push</p> <p>Rolling</p> <p>Rotation</p> <p>Sequence</p> <p>Shape</p> <p>Star</p> <p>Symmetrical</p> <p>Techniques</p> <p>Tension</p> <p>Unison</p>	
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			<ul style="list-style-type: none"> • To perform own longer, more complex sequences in time to music. • To consistently perform and apply skills and techniques with accuracy and control. <p>Evaluate</p> <ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performances. • To explain why they have used particular skills or techniques, and the effect they have had on their performance. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> • To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • To sing three-part rounds, partner songs and songs with a verse and a chorus. • To perform a range of songs in school assemblies and in school performance opportunities. 	pitch rhythm timbre dynamics tempo duration texture accompaniment body percussion tuned percussion untuned percussion call and response chord [sounds] composer chord sequence glockenspiel sound effects improvisation lyrics melodic pattern meter [song lines] notation ostinati phrase/phrasing orchestration	



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	Listening	Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.	<ul style="list-style-type: none"> • To improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • To improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano) 	score melody instrument structure accent acoustic sound articulation attack balance bass descant coda cue cyclic pattern decay [of sound] drone timpani electronic music synthesiser ensemble entry point expression [musicality] glockenspiel graphic notation harmony Jazz style layers melody polyrhythm prelude processed sound rest rondo round sampling strong beat triad unison word setting concerto symphony choral	
	Composting	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • To work in pairs, compose a short ternary piece. • To use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. 		



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			<ul style="list-style-type: none"> • To capture and record creative ideas, using graphic symbols, rhythm notation and time signatures, staff notation or technology. 		
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<ul style="list-style-type: none"> • To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. • To understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • To develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. 		



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Design Technology	Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<ul style="list-style-type: none"> • To use internet and questionnaires for research and design ideas • To take a user's view into account when designing • To begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • To create own design criteria • To have a range of ideas • To produce a logical, realistic plan and explain it to others. • To use cross-sectional planning and annotated sketches • To make design decisions considering time and resources. • To clearly explain how parts of product will work. • To model and refine design ideas by making prototypes and using pattern pieces. • To use computer-aided designs 	Ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savory, source, seasonally, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles,	
	Make	Select from and use a wider range of tools and equipment to perform practical tasks [for example,	<ul style="list-style-type: none"> • To select suitable tools and equipment, explain choices in relation to required techniques and use accurately 		



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		cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	<ul style="list-style-type: none"> • To select appropriate materials, fit for purpose; explain choices • To work through plan in order. • To realise if product is going to be good quality • To measure, mark out, cut and shape materials/components with some accuracy • To assemble, join and combine materials and components with some accuracy • To apply a range of finishing techniques with some 	thread, pinking shears, fastening Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output.	
	Evaluate	Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world	<ul style="list-style-type: none"> • To evaluate quality of design while designing and making • To evaluate ideas and finished product against specification, considering purpose and appearance. • To test and evaluate final product • To evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • To begin to evaluate how much products cost to make and how innovative they are 	Reed, switch, toggle switch, push-to-make switch, light, emitting diode (Led), bulb, bulb holder, battery, battery holder, usb cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit.	



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			<ul style="list-style-type: none"> • To research how sustainable materials are • To talk about some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products 		
	Technical Knowledge: Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> • To think about user and aesthetics when choosing textiles • To use own template • To think about how to make product strong and look better • To think of a range of ways to join things • To begin to understand that a single 3D textiles project can be made from a combination of fabric shapes 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	If God is everywhere why go to a place of worship? (expressing)		<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship in the community. • Give examples of how places of worship provide support at difficult times and explain why this matters to believers. 	Christianity Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost,	<ul style="list-style-type: none"> •



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			<ul style="list-style-type: none"> • Present ideas about the importance of people in a place of worship for the community. 	<p>Eucharist, advent, disciple, ascension</p> <p>Islam</p> <p>Muslim, Allah, Ummah, 5 Pillars,</p> <p>Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)</p> <p>Hinduism</p> <p>Reincarnation, karma, dharma</p> <p>Humanism</p> <p>Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, rationalist, science, natural selection, reason</p>	
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				<p>Buddhism</p> <p>Pilgrimage, suffering, Meditation, The Four Noble</p> <p>Truths, vows, rebirth</p> <p>General religious vocabulary</p> <ul style="list-style-type: none">• Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.	
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing. 	<p>Physical, Emotional and Mental - What's Puberty?</p> <ul style="list-style-type: none"> • To know about, recognise and understand changes that occur during puberty <p>Healthy Lifestyles - You Choose!</p> <ul style="list-style-type: none"> • To understand the importance of making change in adopting a more healthy lifestyle <p>Tobacco - Up In Smoke</p> <ul style="list-style-type: none"> • To take action based on responsible choices • To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends <p>To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p> <p>Substance Abuse - Let's Be Frank!</p> <ul style="list-style-type: none"> • To take action based on responsible choices 	<ul style="list-style-type: none"> •protect •individuals •communities •injustice •agreements •democracy •misuse •substances •drugs •appropriate •support •emotions •feelings •diverse •changing •interconnected •roles •negative pressures •puberty •healthy lifestyle •responsibility •physical activity •nutrition •influence •positively •negatively •achievement •nutrition •physically •mentally •healthy lifestyle •relationships •negative pressures •negotiate •relation-ship •balance •collaborative •common goals •contribute •agree-ments •respond •challenges •taking/ managing risk •respons-ible choice •fairness •skills 	



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			<ul style="list-style-type: none"> • To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs Physical, Emotional and Mental - Three Dimensional • To know about the basic synergy between physical, emotional and mental health 	<ul style="list-style-type: none"> •consideration •relationship •diverse •interconnected •responsibility •behaviour •safety •independent •influence •changing 	
	Growing and Relationships	Pupils will be taught: <ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. 2. How to recognise and manage emotions within a range of relationships. 3. How to recognise risky or negative relationships including all forms of bullying and abuse. 	Confidentiality - Secret Info <ul style="list-style-type: none"> • To recognise that there are many different ways to communicate To understand the need for confidentiality in certain situations Listening - I'm All Ears! <ul style="list-style-type: none"> • To know and understand the importance of listening to others • To understand the role of the listener in any relationship Responding - Scenarios		



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		<p>4. How to respond to risky or negative relationships and ask for help.</p> <p>5. How to respect equality and diversity in relationships</p>	<ul style="list-style-type: none"> To recognise that there are many ways to communicate To understand the need to both listen and speak when communicating with others 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Spanish	Listening	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> To begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. 		
	Speaking	<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> To ask and answer questions on the current topic. To produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. 		



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		<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences 			
	Writing	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> • To begin to use dictionaries to find the meaning of unknown words and to translate own ideas. • To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. 		
	Reading	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar 	<ul style="list-style-type: none"> • To read and show understanding of more complex written phrases • To read and show understanding of a piece of writing based on the current topic. • To read short passages and answer questions on what they have read. 		



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		written material, including through using a dictionary			
	Grammar	<ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> To use all persons of several regular verbs in the present tense (with the support of a frame). 		
	Culture		Respect and understand cultural diversity Understand how symbols, objects and pictures can represent a country Talk about, discuss and present information about a country's culture. Focus on La Tomatina festival (historical event)		