**Medium Plan – Half Term**

**ALhAhhh**

**Year Group:** Year 5 **Term:** Spring 1 (Poles Apart) James Tullett Lee Walker

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| **Weeks** | **Poles Apart****04.01.22****(4 days)** | **Poles Apart****10.01.22**Lesson Visits Reading Skills | **Poles Apart****17.01.22**Lesson Visits Reading Skills | **Poles Apart****24.01.22** | **Poles Apart****31.01.22** | **Poles Apart****07.02.22**Box Trip 7th Feb | **Poles Apart****14.02.22** |
| **Maths** | 2 lessonsMultiplication4-digit by 1-digit  | Short Multiplication4-digit by 1-digitGrid method (area model)Column method | Long Multiplication2-digit by 2-digit3-digit by 2-digit4-digit by 2-digit | Short Division  | Short Division with remainders  | Fractions What is a fraction?Equivalent fractionsFractions greater than one | FractionsImproper to mixed and mixed to improper  |
| **Maths End Points** | * To be able to multiply numbers using a written method for short multiplication.
* To be able to multiply numbers using a written methos of long multiplication.
* To be able to use the bus stop method for short division.
* To know that a fraction is part of a whole.
* To be able to identify and find equivalent fractions.
* To convert between improper fractions and mixed numbers.
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| **Mathematical Fluency KIRF (sent home) – Metric conversions**  |
| **Mathematical Fluency** | Mixed 3 and 4 x table | 2, 5,10 x and division | 3 x and division | 4 x and division | 6 x and division | 7 x and division | 8 x and division |
| **Fluency End Points** | * To know all multiplication and division facts up to 12 x 12
* Key vocabulary – multiple, multiply, divide, times
* To know the answers to missing number calculations e.g. ? x 7 = 56
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| **English** | Shackleton Job advertisement(persuasive writing)  | Shackleton Letter of application | Shackleton Wanted poster for stowaway Diary Entry (journey from Elephant island to Whaling station) | Shackleton T4WAdventure StoryImitate  | Shackleton T4WAdventure StoryInnovate (Journey up to where ship gets stuck)  | Shackleton T4WAdventure StoryInvent (getting stuck and ending) | Shackleton T4WAdventure StoryRe-draft and Publish  |
| **Writing End Points** | * Rhetorical questions
* To use modal verbs
* Colons for lists
* To use relative clauses
* To use punctuation for parenthesis brackets, dashes, commas
* To write compound sentence using co-ordinating conjunctions
* To use subordinating conjunctions for complex sentences
* To use a range of adverbs
* Fronted adverbials
* Expanded nouns (commas lists)
* To select vocabulary to create atmosphere
* To use a range of figurative langue to write a poem
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| **Reading Skills** | Race to the Fronzen North **Equality and Diversity** | Race to the Fronzen North **Equality and Diversity**Wider Reading – explorers | Race to the Fronzen North **Equality and Diversity**Wider Reading – explorers | Race to the Fronzen North **Equality and Diversity**Wider Reading – explorers | Race to the Fronzen North **Equality and Diversity**Wider Reading – explorers | Race to the Fronzen North **Equality and Diversity**Wider Reading – explorers | Race to the Fronzen North **Equality and Diversity**Wider Reading – explorers |
| **Reading End Points** | * Vocabulary Infer Predict Explain Retrieve Summarise
* Make inferences about characters thoughts, feelings and motives from their actions using evidence from the text
* Explain authors vocabulary choices
* Sequence main events
* Make predictions about character actions
* Summarise main ideas from the text
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| **Spellings** | Topic vocabulary | ough words | -able | -able | -ible  | -ibly | -ably |
| **Spelling End Points** | * Words ending in –able, -ible, -ably, -ibly
* Words containing the letter string ough
* ible/able; ibly/ably: considerable, available, changeable, enjoyable, terribly, incredibly, possible, possibly,
* reasonable, vegetable, changeable, dependable, adorable, applicable, noticeable, terrible, sensible,
* incredible, sensibly
* Silent letters: island, doubt
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| **Science** |  |  | States of matter and classifying materials  | Mixtures | Formulations | Separating mixtures | River water experiments  |
| **Science Investigation End Points** | * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
* identify the effects of air resistance, water resistance and friction, that act between moving surfaces
* recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
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| **Topic** | Geography – mapping countries of the worldForest School (MR)Lego Wedo DayComputing Day – We are cryptographers | Geography – climate and biomesArt – William Grylls (illustrator of Shackleton’s Journey)JigsawDreams and Goals  | Geography – Longitude and latitude Art – William Grylls (illustrator of Shackleton’s Journey)Music – ukuleles JigsawDreams and Goals | Geography – time zones (Maths cross curricular)Women in Bletchley Park (Topic write)Music – ukuleles JigsawDreams and Goals | Geography – grid refence and compass Music – ukuleles DT- linkages Design and make an ice Crane JigsawDreams and Goals | Trip follow up lessonMusic – ukuleles JigsawDreams and Goals | DT- linkages Design and make an ice Crane SMSC DayMusic – ukuleles JigsawDreams and Goals |
| **Topic End Points****(KIRFs)** | * Geography - Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America
* Geography - 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)
* Geography - Describe and understand the key aspects of mountains
* Music - Compose and improvise music investigating conducting
* Music - Compose and improvise music investigating texture and dynamics
* Music - Investigate how to play different timbres in music
* DT - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
* Science - Simple machines can turn small forces into a larger one
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| **Topic Writing****X2** |  |  |  | Women in Bletchley Park Equality and diversity topic write  |  |  |  |
| **Topic Writing End Points** | * To write an information about the role of women in Bletchley Park
* To understand women and diversity is an important part of our history and future.
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| **PE** | Tag Rugby / Lacrosse / BasketballGymnastics – Partner sequences | Tag Rugby / Lacrosse / BacketballGymnastics – Partner sequences | Tag Rugby / Lacrosse / BasketballGymnastics – Partner sequences | Tag Rugby / Lacrosse / BasketballGymnastics – Partner sequences | Tag Rugby / Lacrosse / BasketballGymnastics – Partner sequences | Tag Rugby / Lacrosse / BasketballGymnastics – Partner sequences | Tag Rugby / Lacrosse / BasketballGymnastics – Partner sequences |
| **PE End Points** | * Gymnastics - Work with a partner to create balances on the floor and apparatus with good body tension
* Gymnastics - Develop part of full body weight partner balances
* Gymnastics - Jump and roll in unison
* Gymnastics - Can create a paired sequence and perform to an audience
* Football – accurate passing
* Football – small touches
* Football – stopping the ball
* Rugby – throw a rugby ball whilst travelling
* Rugby – pass backwards accurately
* Rugby – select the best ways to attack and defend an opposing team
* Lacrosse – catching with cushioning techniques
* Lacrosse – short throwing / long throwing
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| **RE** | Unit U2.4 How do Christians decide how to live? What would Jesus do?  | Unit U2.4 How do Christians decide how to live? What would Jesus do?  | Unit U2.4 How do Christians decide how to live? What would Jesus do?  | Unit U2.4 How do Christians decide how to live? What would Jesus do?  | Unit U2.4 How do Christians decide how to live? What would Jesus do?  | Unit U2.4 How do Christians decide how to live? What would Jesus do?  | Unit U2.4 How do Christians decide how to live? What would Jesus do?  |
| **French** | Rising Star Unit -Food | Rising Star Unit -Food | Rising Star Unit -Food | Rising Star Unit -Food | Rising Star Unit -Food | Rising Star Unit -Food | Rising Star Unit -Food |
| **Trips/visitors** |  |  |  |  |  | Box Trip 7th Feb |  |