**Medium Plan – Half Term**

**ALhAhhh**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 lessons  Multiplication  4-digit by 1-digit | Short Multiplication  4-digit by 1-digit  Grid method (area model)  Column method | Long Multiplication  2-digit by 2-digit  3-digit by 2-digit  4-digit by 2-digit | Short Division | Short Division with remainders | Fractions  What is a fraction?  Equivalent fractions  Fractions greater than one | Fractions  Improper 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. | | | | | | |
| **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 | | | | | | |
| **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 T4W  Adventure Story  Imitate | Shackleton T4W  Adventure Story  Innovate (Journey up to where ship gets stuck) | Shackleton T4W  Adventure Story  Invent (getting stuck and ending) | Shackleton T4W  Adventure Story  Re-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 | | | | | | |
| **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 | | | | | | |
| **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 | | | | | | |
| **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 | | | | | | |
| **Topic** | Geography – mapping countries of the world  Forest School (MR)  Lego Wedo Day  Computing Day – We are cryptographers | Geography – climate and biomes  Art – William Grylls (illustrator of Shackleton’s Journey)  Jigsaw  Dreams and Goals | Geography – Longitude and latitude  Art – William Grylls (illustrator of Shackleton’s Journey)  Music – ukuleles  Jigsaw  Dreams and Goals | Geography – time zones (Maths cross curricular)  Women in Bletchley Park (Topic write)  Music – ukuleles  Jigsaw  Dreams and Goals | Geography – grid refence and compass  Music – ukuleles  DT- linkages Design and make an ice Crane  Jigsaw  Dreams and Goals | Trip follow up lesson  Music – ukuleles  Jigsaw  Dreams and Goals | DT- linkages Design and make an ice Crane  SMSC Day  Music – ukuleles  Jigsaw  Dreams 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 | | | | | | |
| **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. | | | | | | |
| **PE** | Tag Rugby / Lacrosse / Basketball  Gymnastics – Partner sequences | Tag Rugby / Lacrosse / Backetball  Gymnastics – Partner sequences | Tag Rugby / Lacrosse / Basketball  Gymnastics – Partner sequences | Tag Rugby / Lacrosse / Basketball  Gymnastics – Partner sequences | Tag Rugby / Lacrosse / Basketball  Gymnastics – Partner sequences | Tag Rugby / Lacrosse / Basketball  Gymnastics – Partner sequences | Tag Rugby / Lacrosse / Basketball  Gymnastics – 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 | | | | | | |
| **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 |  |