**Medium Plan – Half Term**

**ALhAhhh**

**Year Group:** Year 5 **Term:** Spring 2 (Great Fire of London)

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| **Weeks** | **28.02.22****01.03.22 (Topic Launch)** | **07.03.22****Bread Making Day** | **14.03.22** | **21.03.22**  | **Assessment Week****28.03.22** | **04.04.22****(4 days)** |
| **Maths Intent**  | **To understand the relationship between fractions, decimals and percentages** |
| **Maths** | Mon –adding mixed numbersThurs- x dividing by 10,100, 1000Fri – multiplication (square / cubed/short/ long) | Mon - subtracting fractionsTues– subtract mixed numbersThurs – subtraction breaking the wholeFri – subtract 2 mixed number | Mon – multiply a fraction by an integer Tues – fractions of amountsThurs – fractions of amountsFri – using fractions of operators  | Mon – using fractions of operators Tues – decimals up to 2 d.pThurs – decimals as fractions (tenths and hundredths)Fri – decimals as fractions (thousandths) | Mon – Rounding decimalsTues – order and compareThurs – PUMAFri – understand percentages  | Mon – Arithmetic PaperTues – fractions as decimals and percentages Thurs – equivalent FPD |
| **Maths End Points** | * To add and subtract fractions with different denominates
* To multiply fractions and mixed numbers by whole number
* To convert between mixed numbers and improper factions
* To convert between fractions, decimals and percentages
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| **English Intent** | **To write diary entries from 1666** |
| **Writing** | Diary writing – Samuel Pepys | Diary writing – Samuel Pepys | Diary writing – Samuel Pepys | Diary writing – Samuel Pepys (3 days)Tues - GAPS | Diary writing – Samuel Pepys (edit) | Diary writing – Samuel Pepys (publish) |
| **English****End Points** | * To use co-ordinating conjunctions
* To use subordinating conjunctions
* To use a range adverbial clause
* To use semi-colons to join compound sentences
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| **Reading Skills****Tues-Fri** | Dead Sick (Bug club text – use planning from school) | Dead Sick (Bug club text – use planning from school) | Fire! Fire!  | Fire! Fire!  | Fire! Fire!  | Fire! Fire! |
| **Jigsaw Intent**  | **To understand how to be healthy**  |
| **Jigsaw****Mon am** |  | Healthy Me - Body Image | Healthy Me – eating (healthy plate with Bread making day)  | Healthy Me - smoking | Healthy Me - alcohol | Healthy Me - Emergency Aid (Matt)  |
| **End Points** | * To have a positive body image
* To understand how eating a healthy plate keeps their body healthy
* To understand how smoking and alcohol affect the body
* To know what to do in an emergency
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| **Spelling****Intent**  | **To understand how adding prefixes and suffixes to a root word can change the meaning / tense**  |
| **Spellings****Mon** | Homophones and near homophones  | Plurals  | -fer syllables  | Prefixes | Suffixes -ic -al -ity -tion -ness | Suffixes -ate -en -ify -ise |
| **End Points** | * To spell words ending in -fer, -ic, -al, -ity, -tion and -ness with more accuracy
* To understand words can sound the same but have different meaning
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| **Topic Intent** | **DT** * **To make a loaf of bread**

**Science** * **To understand solids can dissolve in a liquid and explain how they can reverse the reaction**
* **To know some reactions are reversible and others are irreversible**
* **To understand that materials are used for different purposes depending on their properties**
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| **Topic****Wed am**  | **DT –** Bread (research and design) | **DT –** Bread (all make on different day) | **Science** - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | **Science** - Reversible reactions and Irreversible (bicarbonate of soda) | **Science** - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic | **Science** - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets |
| **History** | Timeline Great Fire of London Hygiene in 1666 | Historical Figures (Horrible Histories) | Plague |  |  | Debate – The GFoL was a good thing. |
| **Geography** |  | Mapping London | Population Change | Settlements | Redevelopment (London) |  |
| **Art** |  |  |  |  |  | Drawing by Candlelight Day |
| **PE** | volleyball / netball / hockey  | volleyball / netball / hockey  | volleyball / netball / hockey  | volleyball / netball / hockey  | volleyball / netball / hockey  | volleyball / netball / hockey  |
| **End Points** | * **To research, design and make bread**
* **To understand how some solids dissolve and how to recover the substance**
* **Compare everyday materials for their purpose**
* **Understand some reactions are irreversible**
* **To understand the historically significant of the Great Fire of London**
* **To map London and understand how settlements change over time**
* **To create a portrait in the style of Rembrandt**
* **To have an awareness of space and tactics when playing team games**
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| **RE Intent**  | **Understand why Christians believe Jesus ‘saved’ the people** |
| **RE** | Unit U2.5 What do Christians believe Jesus did to ‘save’ people? | Unit U2.5 What do Christians believe Jesus did to ‘save’ people? | Unit U2.5 What do Christians believe Jesus did to ‘save’ people? | Unit U2.5 What do Christians believe Jesus did to ‘save’ people? | Unit U2.5 What do Christians believe Jesus did to ‘save’ people? | Easter |
| **End Points** | * **To know why Christians, believe Jesus saved them.**
* **To know why Christians believe in Easter**
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| **French** | French Culture – Geography regions (linked to weather in year 4) Paris | French Culture – Geography regions (linked to weather in year 4) Paris | French Culture – Geography regions (linked to weather in year 4) Paris | French Culture – Geography regions (linked to weather in year 4) Paris | French Culture – Geography regions (linked to weather in year 4) Paris | French Culture – Geography regions (linked to weather in year 4) Paris |
| **End Points** |  |