**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 numbers  Thurs- x dividing by 10,100, 1000  Fri – multiplication (square / cubed/short/ long) | Mon - subtracting fractions  Tues– subtract mixed numbers  Thurs – subtraction breaking the whole  Fri – subtract 2 mixed number | Mon – multiply a fraction by an integer  Tues – fractions of amounts  Thurs – fractions of amounts  Fri – using fractions of operators | Mon – using fractions of operators  Tues – decimals up to 2 d.p  Thurs – decimals as fractions (tenths and hundredths)  Fri – decimals as fractions (thousandths) | Mon – Rounding decimals  Tues – order and compare  Thurs – PUMA  Fri – understand percentages | Mon – Arithmetic Paper  Tues – 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 | | | | | |
| **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 | | | | | |
| **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 | | | | | |
| **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 | | | | | |
| **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** | | | | | |
| **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** | | | | | |
| **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** | | | | | |
| **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** |  | | | | | |