



## Medium Term Planning

Spring term

Year 5	Spring 1	Spring 2
<b>Topic/Theme</b>	<b>Materials/ Robots</b>	
<b>Resources needed</b>	Selection of different materials – wood, plastics, metals, glass etc. DLR_ Materials resource box DLR – copies of 'Tin' by Pdraig Kenny Sculpting materials to make foil and wire sculptures	
<b>Visit/Visitor</b>	Visit linked to materials (Nissan/ Glass Centre/ Discovery Museum/ Shipley Art Gallery/ Centre for Life tbc)	Captain Chemistry  Road trip to look at a selection of sculptures created by local artist, Ray Lonsdale.
<b>Religious Education</b>	<p><b>Mission:</b> The mission of inspirational leaders. How the diocese continues the work and mission of Jesus.</p> <p><b>Memorial Sacrifice:</b> How memories are kept alive. How the Eucharist keeps the memory of Jesus' sacrifice alive.</p> <p><b>Sacrifice:</b> Appreciating the cost of giving. Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus.</p>	
<b>RSE</b>	<p><b>Module 2 – Created to Love Others</b></p> <p><b>Unit 2:</b> Through a series of short sketches from presenters Zoe and Joey, Unit 2 – Personal Relationships aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.</p>	
<b>PSHE</b>	<p><b>Peer Mentoring</b></p> <p>6 x 1- hour sessions, working with a Peer Support Worker from Investing in Children &amp; Piece of Mind.</p>	

	<ul style="list-style-type: none"> <li>• To be Peer Mentors</li> <li>• Equip them to help others</li> <li>• Improve their access to wellbeing support</li> <li>• Sharpen their communication and people skills</li> <li>• Provide social care and vocational careers experience</li> <li>•</li> </ul>
<b>English Literature – text(s)</b>	<p>'Tin' by Padraig Kenny  'The Lost Thing' film – Write Stuff.  Scott of the Antarctic  Selection of extracts from various texts</p>
<b>Reading</b>	<p>Develops confidence when reading aloud  Recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures  Talks about favourite authors and types of books, giving reasons for preferences  Asks questions to enhance understanding of the text  Retrieves information from a text, using efficient and effective methods  Recognises author's viewpoint  Uses inference and predictions to support reading  Begins to identify descriptive and figurative language that has been used for effect  Summarises main idea from more than one paragraph</p>
<b>Writing</b>	<p>Selects appropriate formats and forms to suit audience and purpose  Uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere  Edits own work and offers suggestions to others to improve the impact and effect of writing</p>
<b>Spelling</b>	<p>Spelling Rules: Words ending in '-able,' adverbs of time (temporal adverbs), adding suffixes beginning with vowel letters to words ending in -fer, words with 'silent' letters at the start, words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word), words spelled with 'ie' after c, words with the 'ee' sound spelled ei after c, words containing the letter string 'ough' where the sound is /aw/, words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow, adverbs of possibility.</p>
<b>Vocabulary, Grammar and Punctuation</b>	<p>Uses modal verbs to indicate degrees of possibility  Proof reads own work for spelling and punctuation errors  Links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)  Uses more punctuation to demarcate relative clauses (brackets, dashes and commas)</p>
<b>Speaking and Listening</b>	<p>Talk about feelings, thoughts and ideas with some detail to make meaning explicit  Present information clearly and in an appropriate form to the listener  Plan and present information verbally selecting the appropriate format and style to match the purpose  Sustain a longer conversation about a given topic</p>

	<p>Summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard</p> <p>Offer ideas and support these with reasoning.</p> <p>Be prepared to change this as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus</p> <p>Articulate thoughts clearly when presenting to a range of audiences</p> <p>Adopt a formal / informal tone as appropriate to the situation</p>
<p><b>Mathematics</b></p>	<p>Multiplication and Division (2)</p> <ul style="list-style-type: none"> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• Multiply and divide numbers mentally drawing upon known facts</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> </ul> <p>Fractions (1)</p> <ul style="list-style-type: none"> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</li> <li>• Compare and order fractions whose denominators are all multiples of the same number</li> </ul> <p>Fractions (2)</p> <ul style="list-style-type: none"> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> </ul> <p>Fractions (3)</p> <ul style="list-style-type: none"> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul> <p>Decimals and percentages</p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers with up to three decimal places</li> <li>• Read and write decimal numbers as fractions</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> </ul>

Science	Computing	Design Technology	PE
<p><b>Content:</b></p> <p><b>Working scientifically</b></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><b>Skills/ Success Criteria:</b></p> <p><b>Properties and changes of materials</b></p> <p>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            Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution            Use knowledge of solids, liquids and gases to decide how mixtures might be separated,</p>	<p><b>Content:</b></p> <p>Know that a balance of online and offline activities is important to maintain good health</p> <p>Know how to report concerns online</p> <p>Create Rock Paper Scissors or Magic 8 Ball with MicroBit/ Excel/ Scratch</p> <p>Use Excel to create Kahoot Quiz related to Curriculum</p>	<p><b>Content:</b></p> <p>Design and make dog treat packaging</p> <p><b>Skills/ Success Criteria:</b></p> <p>To research product designs</p> <p>To carry out research, using questionnaires</p> <p>Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Generate innovative ideas, drawing on research.</p> <p>Make design decisions, taking account of constraints such as time, resources and cost.</p> <p>Select tools</p> <p>Accurately measure</p> <p>Apply a range of finishing techniques</p> <p>Make refinements</p> <p>Evaluate their ideas and products against their design criteria and consider the views of others to improve their work.</p> <p>Identify strengths/ weaknesses.</p>	<p><b>Content:</b></p> <p>Swimming</p>

<p>including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>			
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Art & Design	Geography	History	Music
<p><b>Content:</b></p> <p>Still life</p> <p>Create dog treat packaging (cross curricular with science and DT)</p> <p>Sculpture (Ray Lonsdale)</p> <p><b>Skills/ Success Criteria:</b></p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</p> <p>Select and develop ideas confidently, using suitable materials</p> <p>Select own images and starting points for work</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p> <p>Use first-hand observations</p> <p>Introduce perspective, fore/back and middle ground</p>	<p><b>Content:</b></p> <p>Local geography study (links with Art study)</p> <p><b>Skills/ Success Criteria:</b></p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of human and physical geography</p> <p>Natural resources – including energy, food, minerals and water</p> <p><b>Geographical Skills and Fieldwork</b></p> <p><b>Map Skills</b></p> <p><u>Using maps</u></p> <p>Follow a short route on an OS map</p> <p>Describe the features shown on an OS map</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p>	<p><b>Content:</b></p> <p>Local history study (links with Art study)</p> <p><b>Skills/ Success Criteria:</b></p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Use correct terminology to describe events in the past</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Begin to offer explanations about why people in the past acted as they did</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local,</p>	<p><b>Content:</b></p> <p>Vocal Expression/ Effects</p> <p><b>Skills/ Success Criteria:</b></p> <p>Create different vocal effects when singing and rapping</p> <p>Sing songs in unison and two parts</p> <p>Maintain their own part when singing songs written in two parts</p> <p>Sing with control of pitch</p> <p>Sing with increased control, expression, fluency and confidence</p> <p>Sing with clear diction, a sense of phrase and musical expression</p> <p>Control breathing, posture and sound projection</p> <p>Breathe in agreed places to identify phrases</p> <p>Recognise structures in known songs (identify repeated phrases)</p>

<p>Investigate proportions</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Develop fine brush strokes</p> <p>Build on previous work with colour by exploring intensity</p> <p>Design and create sculpture</p> <p>Use wires to create malleable forms</p> <p>Build upon wire to create forms</p> <p>Knowledge of local artist Ray Lonsdale</p>		<p>individual.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>	
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