

| Year 5 Autumn Term 25-26 Medium Term Planning:<br>(1) <u>Were the Vikings Traders, Raiders or Settlers?</u><br>(2) <u>Why does population change?</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                  |                                                                                                                                                             |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                  |                                                                                                                                                                                                                          |
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| Week:                                                                                                                                                 | Literacy:<br>Key Text: Viking Boy<br>by Tony Bradworth                                                                                                                                                                                                                                                                                                                                                                                            | Maths:<br>Place Value,<br>Addition and<br>Subtraction,<br>Multiplication and<br>Division                                                                                                                                                           | History:<br>British History: Were<br>the Vikings, raiders,<br>traders or settlers?                                                                                                               | Science:<br>Mixtures and<br>Separation                                                                                                                      | Computing:<br>Online Safety                                                                                                                                                                                                                       | Art:<br>Drawing: I need space                                                                                                                                                                              | PSHE:<br>Families and<br>Relationships                                                                                                                                                        | PE:<br>Netball & Gymnastics                                                                                                                                                                                                                                                                                                          | Music:<br>Composition<br>notation                                                                                                                | MFL:<br>Portraits: Describing in<br>French                                                                                                                                                                               |
| Key<br>Vocabulary                                                                                                                                     | Oath, Scabbard,<br>Proper Noun,<br>Adverb, Expanded<br>noun phrase,                                                                                                                                                                                                                                                                                                                                                                               | Place Value, Digit,<br>Round, Mental,<br>Inverse                                                                                                                                                                                                   | Exchange, trade<br>route, Settlement,<br>expansion,<br>significance                                                                                                                              | Control, variable,<br>insoluble, mixture,<br>dissolve                                                                                                       | Digital content,<br>technology,<br>Secure, edit, reliability                                                                                                                                                                                      | Collagraph,<br>printmaking, repetition,<br>imagery, composition                                                                                                                                            | Attributes, bystander,<br>cyberbullying,<br>marriage                                                                                                                                          | Asymmetrical, Cannon,<br>Unison, Symmetrical,<br>Inverted                                                                                                                                                                                                                                                                            | Composition,<br>notation, minim,<br>quaver, crotchet                                                                                             | il a/elle a<br>heureux/heureuse<br>les cheveux<br>les yeux                                                                                                                                                               |
| 1.                                                                                                                                                    | Genre: Diary Entry,<br>LOS<br>I am learning to<br>identify and discuss<br>themes and<br>conventions in and<br>across writing.<br>I am learning to infer<br>information from<br>details<br>stated and implied.<br>I am learning to<br>understand how<br>figurative language is<br>used to create an<br>effect.<br><i>Guided Reading:</i><br><i>I can predict what a<br/>story will be about.</i><br>SPAG<br>Proper Nouns                           | LOS:<br>To read and write<br>Roman Numerals to<br>1000<br>To know and write<br>Numbers to 10,000<br>To know and write<br>Numbers to<br>100,000<br>To know and write<br>Numbers to<br>1,000,000                                                     | LO: To explain<br>when and why the<br>Vikings came to<br>Britain.<br>Children will write<br>some reasons why<br>Vikings invaded<br>Britain and create a<br>timeline to represent<br>this period. | LO: To describe<br>mixtures.<br>Children will use the<br>different resources to<br>create some mixtures<br>and describe<br>properties of their<br>mixtures. | LO: To gain a greater<br>understanding of the<br>impact that sharing<br>digital content can<br>have.<br>Children will learn<br>about what to do if<br>they need to 'report'<br>something online<br>before they create their<br>own SMART posters. | LO: To explore the<br>purpose and effect of<br>imagery.<br>Annotate an image to<br>evaluate its impact.                                                                                                    | LO: To understand<br>how to form and<br>maintain positive<br>relationships.<br>Children will write<br>instructions on 'how to<br>build a friend'.                                             | Gymnastics LO: To<br>perform symmetrical and<br>asymmetrical balances.<br>Children will perform<br>different types of balances<br>Netball LO: To explore<br>attacking skills in<br>different situations.<br>Children will learn an<br>attacking skill then<br>practice a small game to<br>enable them to perform it<br>successfully. | LO: To sing<br>with accuracy,<br>fluency, control<br>and expression.<br>Children will<br>learn to sing the<br>song 'Gift of the<br>Nile'.        | LO: To begin to<br>understand that<br>adjectives change if<br>they describe a<br>feminine noun.<br>Children will describe a<br>picture if the person is<br>serious or happy.                                             |
| 2:                                                                                                                                                    | LOS<br>I am learning how<br>authors use language<br>to impact<br>on the reader.<br>I am learning to draw<br>inferences about a<br>character's<br>feelings.<br>I am learning to use<br>the comma correctly<br>in a<br>range of sentences.<br>I can edit a diary<br>entry.<br><i>Guided Reading:</i><br><i>I can infer information<br/>from the text so I know<br/>that the narrative is set<br/>in the past.</i><br>SPAG<br>Adverbs of possibility | LOS<br>To count in Powers<br>of 10.<br>To know<br>10/100/1000/10,00<br>0 and 100,000<br>more or less.<br>To partition<br>numbers to<br>1,000,000.<br>To place numbers<br>on a line to<br>1,000,000.<br>Compare and order<br>numbers to<br>100,000. | LO: To evaluate<br>ideas about the<br>Vikings using<br>sources.<br>Investigate Viking<br>stereotypes and<br>explain why there<br>are different ideas<br>about the Vikings.                       | LO: To explain the<br>process of Sieving.<br>Children will explore<br>the process of<br>sieving to separate<br>different materials.                         | LO: To review<br>sources of support<br>when using<br>technology.<br>Children will create a<br>short comic strip<br>showing someone<br>using technology and<br>what they should do if<br>they need support with<br>it.                             | LO: To understand and<br>explore decision<br>making in creative<br>processes.<br>Using a space image,<br>children will select part<br>of the image to draw<br>choosing what tools and<br>materials to try. | LO: To explore the<br>ups and downs of<br>friendships.<br>Children will write a<br>pretend letter to a<br>problem page about a<br>pretend friendship<br>problem that they<br>might encounter. | Gymnastics LO: To<br>perform interesting<br>symmetrical and<br>asymmetrical balances<br>using apparatus.<br>Children will use different<br>pieces of equipment to<br>perform different balances.<br>Netball LO:                                                                                                                      | LO: To explore<br>and use different<br>forms of<br>notation.<br>Children will use<br>Hieroglyphs to<br>improvise their<br>own piece of<br>music. | LO: To understand a<br>simple description of<br>hair and eye colour.<br>Children will look at<br>different French picture<br>and think about how to<br>describe them before<br>listening to the correct<br>descriptions. |

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| 3:<br>Topic Day | <p>Genre: Narrative, LOS</p> <p>I am learning to write a description using a range of sentences.</p> <p>I am learning to explore a theme within a book.</p> <p>I am learning to draw inferences about a character's, motives from their actions.</p> <p>I am learning to evaluate my work in order to edit and improve it.</p> <p>I am learning to use semi-colons</p> <p>Guided Reading:<br/>I can describe the effect of the imagery to describe the fire.</p> <p>SPAG<br/>Converting Nouns and Adjective into Verbs</p> | <p>LOS</p> <p>Compare and order numbers to 1,000,000.</p> <p>Round to the nearest 10, 100 or 1000.</p> <p>Round within 100,000.</p> <p>Round within 1,000,000.</p>                                        | <p>LO: To investigate the importance of Viking trading routes.</p> <p>Name the Viking trade routes and identify which items were exchanged and why this was important.</p> | <p>LO: To explain the process of filtering.</p> <p>Using plastic bottles, children will make their own filters choosing the appropriate materials to make their filter and observing the effects.</p> | <p><b>LO: To know how to maintain secure passwords.</b></p> <p>Demonstrate how information that is shared on line can be taken and used by someone else.</p>                                                                 | <p>LO: To develop drawn ideas through printmaking.</p> <p>Children will make a collagraph plate for their background.</p>                                                                      | <p>LO: To understand the concept of marriage.</p> <p>Make a poster to share some of the things that children have learnt about marriage.</p>                                                | <p>Gymnastics LO: To develop straight, forward, straddle and backward roll.</p> <p>Children will perform different types of roll and feedback on each other's performance.</p> <p>Netball LO: To develop movement skills to lose a defender in different situations.</p> <p>Using different small games, children will practice losing their opponent to enable them to receive the ball.</p>                          | <p>LO: To understand note length.</p> <p>Children will read the music to play parts to the song 'Gift of the Nile'.</p>                 | <p>LO: To create simple descriptive sentences.</p> <p>Children will complete some faces then write the description of the face in French.</p>                                                               |
| 4:              | <p>LOS</p> <p>I am learning to select the most effective synonyms.</p> <p>I am learning to use ideas from reading to plan a piece of writing.</p> <p>I am learning to use a range of sentences to write in role as a character.</p> <p>I can edit and improve my own and others writing.</p> <p>Guided Reading:<br/>I can explain why the Author has used certain vocabulary.</p> <p>SPAG<br/>Tenses</p>                                                                                                                   | <p>LOS</p> <p>Mental strategies for addition and subtraction.</p> <p>Add whole numbers with more than 4-digits.</p> <p>Subtract whole numbers with more than 4-digits.</p> <p>Round to check answers.</p> | <p>LO: To compare the different versions of Viking Sagas.</p> <p>Children will identify similarities and differences between sagas.</p>                                    | <p>LO: To describe solutions and how they can be identified.</p> <p>Children will be creating mixtures and identifying whether the mixtures they create are solutions or not.</p>                     | <p>LO: To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</p> <p>Use a collaborative 2Write file to record your ideas about some questions.</p> | <p>LO: To test and develop ideas</p> <p>Children will draw ideas about what they think the future will look like so that they can then use these on their printed backgrounds next lesson.</p> | <p>LO: To begin to understand self-respect.</p> <p>Draw a shield and in each section draw one thing that reminds them of how they can show respect to themselves.</p>                       | <p>LO: Gymnastics LO: TO explore different travelling actions using both canon and synchronisation.</p> <p>Children will use different types of movements to create a sequence.</p> <p>Netball LO: To communicate with my team, move into space and take the ball towards goal.</p> <p>Children will work with other players, moving the ball around a defender to enable them to reach a position to take a shot.</p> |                                                                                                                                         | <p>LO: To understand simple descriptive sentences.</p> <p>In five teams, each team will take it in turn to create a sentence beginning with 'Il est or Elle est' and add the correct form of adjective.</p> |
| 5:              | <p>Genre: Information Text LOS</p> <p>I am learning to use speaking and listening skills to develop understanding through imaging and exploring.</p>                                                                                                                                                                                                                                                                                                                                                                       | <p>LOS</p> <p>Use inverse operation.</p> <p>Complete multi-step addition and subtraction problems.</p> <p>Compare Calculations.</p>                                                                       | <p>LO: To evaluate the impact of the Viking invasions.</p> <p>Children will be able to name some Viking settlements and explain the impact of some Viking invasions.</p>   | <p>LO: To identify which factors affect the time taken to dissolve.</p> <p>Using sugar and water, children will investigate what effects the time it</p>                                              | <p>LO: To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>Children will use software to edit an</p>                                                    | <p>LO: To apply an understanding of drawing processes to revisit and improve ideas.</p> <p>Children will create their drawings on their printed backgrounds.</p>                               | <p>LO: To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p>Reading each part of the story at a time.</p> | <p>LO Gymnastics LO: To explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>Children will create a sequence and decide where to use canon and</p>                                                                                                                                                                                                                       | <p>LO: To read simple pitch notation.</p> <p>Children will fill in the missing notes in a sequence and then try to play the melody.</p> | <p>LO: To write descriptive sentences.</p> <p>Children draw a simple portrait of a person and then write some descriptive sentences about that person.</p>                                                  |

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|    | <p>ideas.</p> <p>I am learning to write a powerful description using a range of sentence types.</p> <p>I am learning how to research and take notes effectively using a range of layout devices.</p> <p>I can summarise information into a appropriate paragraph.</p> <p>Guided Reading</p> <p>I can retrieve information from the text.</p> <p>SPAG</p> <p>Possessive, Plural, Apostrophes</p>                                                     | To find missing numbers.                                                                                                                                   |                                                                                                                                                          | takes the sugar to dissolve.                                                                                                                                                                    | image and discover the implications of doing so.                                                                                                                                                                                                          |                                                                                                    | children will discuss some of the implications of the story.                                                                                                           | synchronisation for the best outcome.<br>Netball LO: To defend an opponent and know when to try and intercept.<br>Children will recap the contact rule, and play some 2v1 mini games, deciding whether to intercept or not.                                                                                                                                                         |                                                                                                                                                           |                                                                                                                                                                                                                       |
| 6: | <p>LOS</p> <p>I am learning to turn notes into a written piece about an aspect of Viking life.</p> <p>I can write an information text about Viking life.</p> <p>I am learning to evaluate and edit my work.</p> <p>I can propose changes to vocabulary, grammar and punctuation in order to enhance and clarify meaning.</p> <p>Guided Reading</p> <p>I can summarise the 'God House' in my own words.</p> <p>SPAG</p> <p>Expanded noun phrases</p> | <p>LOS</p> <p>To understand Multiples.</p> <p>To know common multiples.</p> <p>To find factors.</p> <p>To find common Factors.</p>                         | <p>LO: To evaluate achievements of the Vikings.</p> <p>Children will explain the significant achievements of the Vikings and why they are important.</p> | <p>LO: To describe the process of evaporation.</p> <p>Children will describe the water cycle before looking at salt flats and creating an investigation into how the salt flats are formed.</p> | <p>LO: To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>Children will research information and cite the sources of information.</p> |                                                                                                    | <p>LO: To understand more about bullying and how to get help.</p> <p>After watching a film, children will roleplay how they would act differently in the scenario.</p> | <p>Gymnastics LO: To perform progressions of inverted movements.</p> <p>Children will perform different actions at different speeds in order for them to be able to perform an inverted movement.</p> <p>Netball LO: To develop attacking skills to score under pressure.</p> <p>Children will identify the best area to shoot to create a higher percentage chance of success.</p> |                                                                                                                                                           | <p>LO: Listen and understand simple French phrases.</p> <p>Playing the equivalent of 'Simon Says' but in French. Children will perform the appropriate action, before having a go at being the leader themselves.</p> |
| 7: | <p>LOS</p> <p>I am learning to consider the book as a whole.</p> <p>I can summaries a text including the key information.</p> <p>I can create a short information text of my own.</p> <p>I can evaluate the effectiveness of an</p>                                                                                                                                                                                                                 | <p>LOS</p> <p>To know the prime numbers.</p> <p>To know the square numbers.</p> <p>To understand cube numbers.</p> <p>To multiply by 10, 100 and 1000.</p> | Assess and Review<br>Skills catcher                                                                                                                      | The big question<br>What are mixtures and how can we separate them?                                                                                                                             | Internet safety quiz<br>Children complete the internet safety quiz to show what they have learnt.                                                                                                                                                         | Art Exhibition:<br>Children will display their art and evaluate their own and other pieces of art. | <p>LO: To recognise how attitudes to gender have changed over time.</p> <p>Write a newspaper article celebrating a change in gender treatment or equality.</p>         | <p>Gymnastics LO: To perform progressions of inverted movements.</p> <p>Children will develop the inverted movements from the previous lesson and combine them with some of their other actions to create a sequence including both.</p> <p>Netball LO: To use and apply skills, principles</p>                                                                                     | <p>LO: To use hieroglyphs and stave notation to write a piece of music.</p> <p>Groups will compose a piece of music suitable for an Egyptian funeral.</p> | French Quiz<br>Children will complete the end of unit quiz.                                                                                                                                                           |

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|                | information text and suggest alterations.<br>Guided Reading<br>I can summaries the main themes of the book, including characters thought and feelings.<br>SPAG<br>Spag: assessment                                                                                                    |                                                                                                                                                                                                 |                                                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                           |                                                                                                                                                                                                                                        | and tactics to a game situation.<br>Children will play some games to showcase the different skills they have learnt throughout the term.                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                      |                                                                                                                      |
| Half Term      |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                 |                                                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                                                                                              |                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                      |                                                                                                                      |
| Week:          | Literacy<br>Key Text: Hidden Figures by Margot Lee Shetterly                                                                                                                                                                                                                          | Maths<br>Addition and Subtraction 2, Multiplication and Division 2, Fractions,                                                                                                                  | Geography<br>Why does population change?                                                                                                                                                                     | Science<br>Earth and Space                                                                                                                                                                | Computing<br>Spread sheets                                                                                                                                                                   | DT<br>Cooking and nutrition:<br>Developing a recipe                                                                                                                       | RE<br>Why do people have to stand up for what they believe in?                                                                                                                                                                         | PE<br>Dance & Tennis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Music<br>Blues                                                                                                                                       | MFL<br>French Weather                                                                                                |
| Key Vocabulary | Aeronautics, segregated, Turbulence, Modal Verb, Verb inflection                                                                                                                                                                                                                      | Equivalent, Unit Fraction, Mixed Number, Improper Fraction, Factor                                                                                                                              | Birth rate, climate, population, push/pull factors, region                                                                                                                                                   | Celestial bodies, Earth, Moon, Orbit, Solar System                                                                                                                                        | Columns, Format, Data, Budget, Computational model                                                                                                                                           | Adaptation, Balanced, Enhance, Nutritional Value, Hygiene                                                                                                                 | Atheist, discrimination, interpretation, prejudice, tolerance                                                                                                                                                                          | Formations, Dynamics, 8-count, Ground Stroke, Base line                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12-bar-blues, Flat, Chord, improvisation, expression                                                                                                 | il fait beau, il fait Mauvais, il pleut, il neige, le nord, Quel temps fait-il aujourd'hui ?                         |
| 8:             | Genre: Narrative, LOS<br>I can identify and discuss key themes.<br>I can summarise the main ideas in a story.<br>I can interpret the meaning of a book's title.<br>I can characterise a role model.<br>Guided Reading<br>I can predict what will happen in a story<br>SPAG<br>Adverbs | LOS<br>To recap Multiplication strategies.<br>To divide by 10, 100 and 1000.<br>To know multiples of 10, 100 and 1000.                                                                          | LO: To understand the change and distribution of the global population.<br>After discussing what population is children will use this to help them write their answers to questions about global population. | LO: To compare the contributions of Ptolemy, Alhazen and Copernicus to models of the Solar System.<br>Children will collect information about Ptolemy and his model of the Solar System.  | LO: To use formulae within a spreadsheet to convert measurements of length and distance.<br>Children will create a spread sheet that can convert metric measurements of length and distance. | LO: To understand how ingredients are reared and processed.<br>Children will create a storyboard about beef production for recipes like spaghetti Bolognese.              | LO: To recognise the importance of religious freedom by interpreting news reports.<br>After looking at a variety of news articles, children will discuss the key points of each.                                                       | Dance LO: To create a dance using random structure and perform the actions showing quality and control.<br>Children will listen to a piece of music and come up with some actions to perform, making sure they stay in time and perform with control.<br>Tennis LO:<br>To return the ball using a forehand groundstroke under pressure.<br>Children will make sure that they are using the correct sideways stance when they are returning the ball to their partner during a serve and return sequence. | LO: to know some features of blues music.<br>After listening to a piece of blues music, children will discuss the main things they noticed about it. | LO: To learn weather phrases.<br>Children will hear and be able to recognise the different phrases for the weather.  |
| 9:             | LOS<br>I can plan a narrative with clear, beginning, middle and end.<br>I can write a narrative.<br>I can edit my own and others work focusing on cohesion between paragraphs.<br>Guided Reading                                                                                      | LOS<br>To Find fractions equivalent to a Unit Fraction.<br>Find Fractions equivalent to a non-unit fraction.<br>Recognise equivalent fractions.<br>Convert Improper fractions to mixed numbers. | LO: To define birth and death rates and describe why they change.<br>Children will sort the factors that affect birth and death rates into columns.                                                          | LO: To develop a model to represent the Solar System.<br>Children will gather information for the celestial bodies enabling them to create a scaled model of the solar system as a group. | LO: To use a spreadsheet to model a real-life problem.<br>The children will use the formulae to assist a farm in calculating the size and area of their fields.                              | LO: To make adaptations to design a recipe.<br>Children will look up alternative Bolognese recipes before coming up with their own, considering the nutritional benefits. | LO: To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.<br>Children to choose three rules they would implement to support religious freedom in the time settings of the stories. | Dance LO: To understand how chancing dynamics changes the appearance of the performance.<br>The children will consider the actions they perform and how they could change with the music.<br>Tennis LO: To return the ball using a backhand groundstroke under pressure.                                                                                                                                                                                                                                 | LO: To play the first line of the 12-bar blues.<br>Children will have a go at playing the chords required for the 12-bar blues.                      | LO: To repeat short phrases accurately.<br>Children will be able to say appropriate phrases to describe the weather. |



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|     | I can infer information from the text<br>SPAG<br>Modal Verbs                                                                                                                                                                                                                                                                         |                                                                                                                                                                            |                                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                                                                                   |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     | Children will serve the ball for their partner to return using a backhand groundstroke making sure the racket contacts the ball when the racket face is facing their partner.                                                                                                                                                            |                                                                                                                                                                                                                                 |                                                                                                                                                                    |
| 10: | Genre: Biography, LOS<br>I can identify the features of a Biography.<br>I can research the information required to create a detailed Biography.<br>I can write a Biography<br>I can edit a biography.<br>Guided Reading<br>I can explain the message the illustrator is trying to get across to the reader.<br>SPAG<br>Verb Prefixes | LOS<br>Convert mixed numbers to improper fractions.<br>To compare fractions less than 1.<br>To order fractions less than 1.<br>Compare and order fractions greater than 1. | LO: To recognise the push and pull factors influencing migration.<br>Using a sorting activity, children will arrange the different push and pull factors into environmental, economic or social. | LO: To describe the movement of the Moon relative to the Earth.<br>Children will explain the phases of the moon and use the activity to help them to answer questions about the moon. | LO: To use formulae to calculate area and perimeter of shapes.<br>Children will use formulae within a spreadsheet to calculate area and perimeter of shapes.                                      | LO: To evaluate nutritional content.<br>Children will look at the nutritional value of different recipes and how changing quantities affects the nutritional balance of a meal before making the final decisions for their own recipe. | LO: To explain why Bandi Chhor Divas is celebrated by many Sikhs.<br>Children will write to the emperor to persuade him to release Guru Hargobind and the other innocent prisoners.                                                                                 | Dance LO: To understand and use relationships and space to change how a performance looks.<br>Children will be using their actions from the pervious lessons and deciding where they would be performed and if they are cannon or unison to effect what the performance looks like.<br>Tennis LO:                                        | LO: To be able to play the 12-bar blues.<br>Children will learn the sequence of the cords they have learnt so that they can play the 12-bar blues.<br>They will practice playing their instrument to play the piece as a whole. |                                                                                                                                                                    |
| 11: | Assessment Week 1                                                                                                                                                                                                                                                                                                                    | LOS<br>Add and subtractions fractions with the same denominator.<br>Add fractions within 1.<br>Add fractions with Total greater than 1.<br>Add to a mixed number.          | LO: To begin to understand the impact climate change can have on the global population.<br>Create a poster about climate change and population using a variety of resources.                     | LO: To explain the causes of day and night and the seasons.<br>Children will draw and diagram to explain day and night.                                                               | LO: To use a spreadsheet to investigate the probability of the results of throwing many dice.<br>Children will create a spreadsheet to answer a mathematical question relating to probability.    | LO: To practice food preparation skills.<br>Children will practice some of the steps involved in the food preparation process and explain some of the important factors when doing so, including safety, hygiene, and the order.       | LO: To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.<br>Children will participate in a class debate about whether Guy Fawkes's actions were justified.                                                                 | Dance LO: To cope and repeat movement in the style of rock 'n' roll.<br>Children will use the actions provided to perform in the style of the music.<br>Tennis LO: To use a variety of shots to keep a continuous rally going.<br>Children will use the shots they have practiced to make a rally last as long as possible.              |                                                                                                                                                                                                                                 | LO: To describe the weather using points of the compass.<br>Children will be able to use directional phrases to say what the weather is like in different places.  |
| 12: | Genre: Non-Chronological Report<br>LOS<br>I can express my views on a topic.<br>I can identify the features of a newspaper report.<br>I can correctly use direct and indirect speech.<br>I can use play on words and alliteration for effect.<br>Guided Reading                                                                      | Assessment Week 2                                                                                                                                                          | LO: To collect data showing how population impacts the amount of traffic and litter in an area.<br>Children will walk to two pre-determined locations to collect data on litter and traffic.     | LO: To devise a sundial to tell the time.<br>Children will us a variety of material to make a sundial and explain the different parts required and what they do.                      | LO: To use spreadsheets to model real-life situations.<br>Children will apply a model to a situation that they choose and use it to help calculate the requirements such as costs and quantities. | LO: To design a product label.<br>Children will design and create a label for their Bolognese sauce.                                                                                                                                   | LO: To explore why people stand up for their beliefs using a variety of modern-day scenarios.<br>Groups will present what their advocates stood for, what inspires them and how they have positively affected the lives of others by standing up for their beliefs. | Dance LO: To work with a partner to copy and repeat actions in time with the music.<br>Using bouncy and quick dynamics, children will perform the dance with their partner.<br>Tennis LO: To develop the underarm serve and understand the rules of serving.<br>Children will practice throwing the ball to the correct height to enable | LO: To be able to play the blues scale on a tuned instrument.<br>Children will learn the notes in the blues scale to enable them to improvise a piece.                                                                          | LO: To recognise the French written words for multiples of 10.<br>Children will be able to say the multiples of 10 so that they can say the temperature in French. |

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|     | I can retrieve and answer information from the text.<br>SPAG<br>Verb Inflections                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                             |                                                                                                                                                                                                |                                                                                                                                               |                                                                                                                                                                                            | them to serve under arm to their partner.                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                        |                                                                                                        |
| 13: | <p>LOS</p> <p>I can write an orientation for my newspaper report.</p> <p>I can write the main body of a newspaper report.</p> <p>I can write in the style of a news paper reporter.</p> <p>I can edit and review a newspaper report, suggesting changes to grammar and punctuation.</p> <p>Guided Reading</p> <p>I can sum up Katherine Johnson and explain why.</p> <p>SPAG</p> <p>Using inverted commas</p> | <p>LOS</p> <p>Add two Mixed numbers.</p> <p>Subtract fractions.</p> <p>Subtract from a mixed number.</p> <p>Subtract from a mixed number- Breaking the whole.</p> <p>Subtract two mixed numbers.</p> | <p>LO: To write a report on the fieldwork process, and make suggestion to improve a situation.</p> <p>Using the findings from their fieldwork, pupils should work towards planning and typing up a written report using a digital word processing application.</p> | <p>LO: To describe some uses of satellites and the problems posed by space junk.</p> <p>Children will design a device to clean up space junk, annotating them to explain how they work.</p> | <p>LO: To use the count tool to answer hypotheses about common letters in use.</p> <p>Children will create a tool for counting vowels. They will spot and think about how to solve errors.</p> | <p>LO: To follow and make an adapted recipe.</p> <p>Children will follow their adapted recipe to make the Bolognese.</p>                      | <p>LO: To explain how and why people stand up for what they believe in.</p> <p>Children to add comments in the thought bubbles to show what the people in the image might be thinking.</p> | <p>Dance LO: To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.</p> <p>Children will think about and add to their dance routines using different levels and formation to make the dance look interesting.</p> <p>Tennis LO: To develop the volley and understand when to use it.</p> <p>Children will play volley shots back to their partner, hitting the ball in front of them with no swing.</p> | <p>LO: To be able to improvise with notes from the blues scale.</p> <p>Children will use the blues scale to improvise a short section of a song to go along with the 12-bar blues.</p> | <p>LO: To understand the water cycle in French.</p> <p>Label a model of the water cycle in French.</p> |
| 14: | <p>SPAG</p> <p>Assess and review</p>                                                                                                                                                                                                                                                                                                                                                                          | <p>Maths Quiz</p> <p>Pupils will create questions for their peers to answer using the skills they have learnt this term.</p>                                                                         | <p>Assess and Review.</p> <p>Children will complete their skill catchers about why population changes.</p>                                                                                                                                                         | <p>The big question.</p> <p>Children will create a double page spread to showcase what they know about Earth and Space.</p>                                                                 | <p>End of unit assessment quiz.</p> <p>Children will complete the online assessment to show what they know about spreadsheets.</p>                                                             | <p>To evaluate the cooked recipe.</p> <p>The children will look at their cooking and say what was good and what could have been improved.</p> | <p>End of Unit Assessment.</p> <p>Children will compete the end of unit quiz to showcase what they have learnt.</p>                                                                        | <p>Dance LO:</p> <p>Children will perform their final dance pieces and critique each performance providing feedback where appropriate.</p> <p>Tennis LO: To apply skills and principles to playing against an opponent.</p> <p>Children will use the different skills they have learnt to apply them to a game situation against their partner.</p>                                                                                         | <p>LO: To perform a blues piece.</p> <p>Children will perform their own pieces and peer assess if it meets the qualities of blues music.</p>                                           | <p>End of Unit Quiz.</p> <p>Children will complete the quiz to show what they have learnt.</p>         |