

Year 5 Spring Term 25-26 Medium Term Planning: (1) What can the census tell us about local areas? (2) Where does our energy come from?										
Weeks:	Literacy: Key Text: Street Child By Berlie Doherty	Maths: Shape, decimals, fractions, Addition and Subtraction	History: What can the Census tell us about local areas?	Science: Life Cycles and Reproduction	Computing: 3D Modelling	Art: Sculpture: Interactive installation	PSHE: Health and Wellbeing	PE: <u>Fitness & Volleyball</u>	Music: South and West Africa	MFL: Space exploration in France
Key Vocabulary	Consequence, perspective, sufficient, individual, communicate	Angle, polygon, decimal, equivalent, percentage	Decade, occupation, politics, reliable, suffrage	Adolescence, reproduction, pollination, incubation, metamorphosis	3D model, 2D net, Viewpoint, Vertices, Design brief	Revolution, interactive, three dimensional, influence, medium	Fail, Goal, Protect, Relaxation, Responsibility	Strength, Agility, Balance, Co-ordination, Stamina	a capella, ensemble, polyrhythms, ostinato, syncopation	le Soleil, une planète, grand, petit, la Lune
1.	Genre: Balanced Argument, LOS I can explore the key themes and social issues in a text. I can discuss and compare different viewpoints about a moral issue raised in the text. I can identify the features and structure of a balanced argument. I can analyse how language is used to present arguments for and against fairly. <i>Guided Reading: Vocabulary</i> I can work out the meaning of unfamiliar words using context. <i>SPAG: To use Prepositions</i>	LOS: To understand and use degrees, To Classify angles, To estimate angles, Measure angles up to 180°.	LO: To explore the purpose and creation of a census. Children design four class census questions, then interview a partner and record their answers in a class census table.	LO: To describe the life cycle of a plant. Children dissect and compare different flowers to identify their parts and begin growing a new plant from a stem cutting to observe reproduction over time.	LO: I can use 2Design Children explore 2Design and Make by designing a simple house and switching between 2D net and 3D views.	LO: To identify and compare art installations. Children explore and compare examples of installation art by analysing images.	LO: To use yoga poses and breathing to relax. Children will take part in guided yoga and breathing exercises.	Fitness LO: To understand how speed helps me in other activities and apply this. Children work in small groups to practise sprinting and apply their speed in competitive games. Volleyball LO: To use the serve with consideration of attacking principles. practise underarm serving and small-sided volleyball games.	LO: To sing a traditional African song. Children will learn and rehearse the traditional South African song Shosholoza.	LO: To identify keywords and phrases. Children will listen to spoken French about the Solar System and work in groups to identify keywords.
2:	LOS I can plan a balanced argument using notes to organise reasons for and against. I can write paragraphs that present arguments clearly using cohesive devices. I can use modal verbs, conjunctions and adverbials to express balance and uncertainty. I can edit and improve my balanced	LOS Calculate angles around a point, Calculate angles on a straight line, To find lengths and angles in shapes, To know regular and irregular polygons and 3D shapes.	LO: To learn about Victorian Children. Children will analyse Victorian census records and factory reports to generate questions about the lives of working children.	LO: To describe the life cycle of a mammal. Children research and present the life cycles of different mammals.	LO: I can change viewpoints and add patterns to a 3D model. Children rotate their building models and use the pattern fill tool to decorate surfaces.	LO: To investigate the effects of space and scale. Children create and photograph a scaled- down installation inside a box.	LO: To understand the benefits of sleep. Children will explore why sleep is important and create a short video guide that explains good and poor bedtime habits.	Fitness LO: To understand how strength helps me in other activities and apply this. Children work in pairs and small groups to practise explosive strength through jumping, throwing and sprinting activities. Volleyball LO: To develop the fast catch volley with consideration of attacking principles. Children practise the fast catch volley in pairs and small teams, using the	LO: To use percussion to play a cord progression. Children will work in pairs to practise and perform a two- chord progression on tuned percussion.	LO: To create metaphors in French. Children will use dictionaries and their knowledge of noun- adjective agreement to write creative French metaphors about the Sun or Moon.

	<p>argument for clarity, accuracy and impact.</p> <p>Guided Reading Inference I can infer characters' thoughts and feelings using evidence.</p> <p>SPAG: To use prefixes</p>							ready position, quick footwork and teamwork		
3: Topic Day	<p>Genre: Diary Entry, LOS</p> <p>I can explore a character's thoughts, feelings and motivations through reading and discussion. I can infer how events impact a character emotionally and justify my ideas using evidence. I can identify the features and structure of a diary entry. I can analyse how first-person voice and informal language create a sense of intimacy for the reader.</p> <p>Guided Reading Prediction I can predict what might happen next and explain why.</p> <p>SPAG: To use coordinating conjunctions</p>	<p>LOS</p> <p>Decimals up to 2 decimal places, Equivalent fractions and Decimals (to tenths), Equivalent fractions and decimals (to hundredths), Equivalent fractions and decimals.</p>	<p>LO: To explore jobs in the 1800s. Analyse Victorian census extracts and job adverts to identify, compare and infer the types of jobs people did in the past.</p>	<p>LO: To compare the life cycle of a bird. Children investigate and compare bird life cycles by posing and answering research questions.</p>	<p>LO: To change the shape of a 3D model by moving points. Children adapt a vehicle template by moving points to create a unique but recognisable design.</p>	<p>LO: To problem solve when constructing artworks. Children transform everyday objects into 3D installations.</p>	<p>LO: To understand the purpose of failure. Children will attempt challenging maths problems using trial and error, reflecting on how failure feels.</p>	<p>Fitness LO: To understand how agility helps me in other activities and apply this. Children work in small groups to practise changing direction quickly in agility-based games, using speed, balance and anticipation to outmanoeuvre opponents. Volleyball LO: To develop the set shot and use it to pass to a teammate. Children practise using the set shot to pass accurately to a teammate.</p>	<p>LO: To perform a piece of music as an ensemble. Children will rehearse and perform Shosholoza together as an ensemble, combining singing, tuned percussion and simple movement.</p>	<p>LO: To make comparisons in French. Children will work in pairs to describe and compare planets, using modelled French phrases to say which are bigger or smaller and hotter or colder.</p>
4:	<p>LOS</p> <p>I can plan a diary entry that reflects events, thoughts and emotions from a character's viewpoint. I can write a diary entry using first-person voice and appropriate tense consistently. I can use varied sentence structures and adverbials to show reflection and emotion.</p>	<p>LOS</p> <p>Thousandths as fractions, Thousands as decimals, Order and compare decimals, Order and compare any decimal with up to 3 decimal places.</p>	<p>LO: To make inferences about life in the 1900s. Children will create a visual timeline to explain how women protested for the right to vote.</p>	<p>LO: To describe the life cycle of an amphibian. Children explore amphibian life cycles and analyse data to investigate how temperature changes can affect egg hatching and breeding seasons.</p>	<p>LO: I can design a 3D model that meets a design brief. Children design a piece of packaging by editing a 3D model to meet specific criteria.</p>	<p>LO: To plan an installation. Children plan an installation artwork with a clear message by choosing a theme and considering how space, materials and arrangement will affect the viewer.</p>	<p>LO: To learn how to set short-term, medium-term and long-term goals. Children will set and plan personal short-, medium- and long-term goals.</p>	<p>Fitness LO: To understand how balance helps me in other activities and apply this. Children work in small groups to practise maintaining balance while moving, jumping and changing direction. Volleyball LO: To recap the set shot and develop the dig, identifying when to use each. Children practise choosing and applying the correct shot by using a set for</p>		<p>LO: To develop understanding of adjectival agreement. Children will complete a progressive challenge to choose and justify the correct French adjectives in sentences.</p>

	<p>I can edit and improve my diary entry for clarity, accuracy and emotional impact.</p> <p>Guided Reading</p> <p>Explain</p> <p>I can explain how the author uses language to show hardship.</p> <p>SPAG To use inverted commas</p>							high balls and a dig for low balls.		
5:	<p>Genre: Formal Letter</p> <p>LOS</p> <p>I can identify the purpose and audience of a formal letter.</p> <p>I can explore how tone and word choice differ between formal and informal writing.</p> <p>I can identify the structural features and layout of a formal letter.</p> <p>I can analyse how language is used to be polite, clear and persuasive in a formal letter.</p> <p>Guided Reading</p> <p>Retrieve</p> <p>I can retrieve key information from the text.</p> <p>SPAG: To use parenthesis</p>	<p>LOS</p> <p>Round decimals to the nearest whole number, round to 1 decimal place, To understand percentages, Percentages as fractions.</p>	<p>LO: To investigate how the census changed.</p> <p>Children compare the 1911 and 1921 census records of Evelyn Dove to identify changes.</p>	<p>LO: To describe the life cycle of an insect.</p> <p>Children research insect life cycles and compare them with amphibian life cycles.</p>	<p>LO: I can improve and refine my 3D model ready for printing.</p> <p>Children evaluate and refine their chosen design, preparing it as a printable 2D net.</p>	<p>LO: To develop ideas into a finished piece.</p> <p>Children develop and present a finished installation art concept by refining their ideas.</p>	<p>LO: To use vocabulary to describe their feelings and take responsibility for them.</p> <p>Children will explore a range of emotions and create a 'choose your destiny' scenario, using feelings vocabulary and different choices to show how actions affect outcomes and others.</p>	<p>Fitness LO: To understand how co-ordination helps me in other activities and apply this.</p> <p>Children work in small groups to practise combining movements of hands and feet in co-ordination challenges and games.</p> <p>Volleyball LO: To use a variety of shots to keep a continuous rally going.</p> <p>Children work in small-sided volleyball games to maintain continuous rallies by selecting and using a range of shots.</p>	<p>LO: To play call and response rhythms.</p> <p>Children will learn and perform West African-inspired call and response rhythms on percussion instruments.</p>	<p>LO: To form questions to ask about an alien planet.</p> <p>Children will work in pairs to ask and answer questions in French about mystery alien planets.</p>
6:	<p>LOS</p> <p>I can plan a formal letter using notes to organise ideas logically.</p> <p>I can write paragraphs that clearly explain reasons and viewpoints using formal language.</p> <p>I can use modal verbs, conjunctions and adverbials to strengthen my arguments politely.</p> <p>I can edit and improve my formal letter for clarity.</p>	<p>LOS</p> <p>Percentages as decimals, Equivalent fractions, decimals and percentages</p>	<p>LO: To conduct an enquiry about my local area.</p> <p>Children plan and carry out a local history enquiry by using census records to investigate households on a street in their local area.</p>	<p>LO: To describe asexual reproduction of plants.</p> <p>Children measure root growth from plant cuttings and use the data to draw a line graph.</p>	<p>LO: I can print a 2D net and construct a 3D model.</p> <p>Children print their design nets, then cut, fold and assemble them into a 3D model and evaluate the result.</p>		<p>LO: To understand and be able to plan healthy meals.</p> <p>Children will analyse food labels and use nutritional information to design and evaluate a healthy meal.</p>	<p>Fitness LO: To understand how stamina helps me in other activities and apply this.</p> <p>Children take part in continuous games and activity stations, practising how to pace themselves, manage breathing, and recognise when to rest.</p> <p>Volleyball LO: To apply rules, skills and principles to play against an opponent.</p> <p>Children apply rules, skills and tactics in competitive 2v2 volleyball games.</p>		<p>End of unit assessment.</p> <p>Children will complete the end of unit assessment quiz.</p>

	accuracy and appropriate tone. Guided Reading Summarise I can summarise the main events of a chapter. SPAG: To use commas for meaning and clarity.									
Half Term										
Week:	Literacy Key Text: Scrap by Guy Bass	Maths Fractions, Multiplication and division, Addition and Subtraction	Geography Where does our energy come from?	Science Unbalanced Forces	Computing Concept Maps	DT Electrical systems: Wobble bots	RE Why doesn't Christianity always look the same?	PE Cricket and Dodgeball	Music Compositions for the festival of colour	MFL Shopping in France
Key Vocabulary	Identity, environment, emphasise, significant, sequence	Integer, Quantity, inverse, multistep, operation	Emissions, renewable, hydropower, regenerate, producer	Pivot, lever, anomaly, gravity, surface area	Concept map, Node, Link, Hierarchy, Collaboration	annotate, assemble, electrical component, motor	Crucifixion, denomination, devotion, Holy Spirit, interpretation	Ready position, Tactics, Threat, Communication, Decision-making	Dynamics, layering, synaesthesia, tempo, visual representation	ça fait, c'est combien ?, soixante-dix, quatre-vingts, quatre-vingt-dix
7:	Genre: Diary Entry, LOS I can explore a character's thoughts, feelings and motivations at key moments in the story. I can infer how events impact a character emotionally and justify my ideas using evidence from the text. I can identify the features and structure of a diary entry. I can analyse how first-person voice and informal language help the reader understand a character's viewpoint. Guided Reading Vocabulary / Retrieve I can work out the meaning of unfamiliar words and retrieve key details from the text. SPAG: To use determiners	LOS Multiply a unit fraction by an integer, To multiply a non-unit fraction by an integer, To multiply mixed numbers by integers, To calculate a fraction of a quantity.	LO: To know why energy sources are important. Children locate, label and map major global energy trading routes to show where different energy sources are produced and traded around the world.	LO: To describe gravity and its effects. Children investigate gravity by comparing the size and gravitational pull of different celestial bodies.	LO: I can explain what a concept map is. Children create a physical concept map using wool and discuss why ideas need to be recorded visually.	LO: To investigate motors by creating circuits. Children recap simple circuits and investigate how adding and adapting motors affects movement.	LO: Investigate how a religion can begin. Children will role-play early Christians and questioners through hot-seating and discussion to explore the events of Pentecost and how the Christian church began and grew.	Cricket LO: To develop throwing and catching skills and apply them relevantly to the situation. Children practise throwing and catching in small-sided cricket activities, selecting close or deep catches. Dodgeball LO: To develop throwing skills and apply them appropriately to the situation. Children play small-sided dodgeball games to practise accurate throwing.	LO: To understand that music can be represented with colours. Children will listen to contrasting pieces of music and use coloured cards to represent the mood and musical features.	LO: To build numbers. Children will practise recognising and building French numbers and prices by completing number-building activities.
8:	LOS I can plan a diary entry from a point of view, selecting key	LOS To calculate a fraction of an amount, To find the	LO: To understand different energy sources.	LO: To describe air resistance and its effects.	LO: I can use 2Connect to create a simple concept map.	LO: To make a motorised product and test its function.	LO: To explore the impact of historical figures.	Cricket LO: To develop bowling accuracy and perform the skill within the rules of the game.	LO: To represent music as a graphic score.	LO: To be able to name different foods in French

	<p>events and emotions to include.</p> <p>I can write a diary entry, using first-person voice and consistent tense.</p> <p>I can use varied sentence structures and adverbials to show reflection and emotion.</p> <p>I can edit and improve my diary entry for clarity, accuracy and emotional impact.</p> <p>Guided Reading</p> <p>Inference</p> <p>I can infer characters' thoughts and feelings using evidence from the text.</p> <p>SPAG: To use suffixes</p>	<p>whole, To use fractions as operations, To use mental addition and subtraction strategies.</p>	<p>Children compare renewable and non-renewable energy sources by identifying their benefits and drawbacks</p>	<p>Children plan and carry out a fair test using parachutes to investigate how surface area affects air resistance.</p>	<p>Children use 2Connect to build a basic digital concept map based on a shared idea or topic.</p>	<p>Children design, build and test a motorised Doodler.</p>	<p>Children will act as historical detectives, investigating figures such as Martin Luther and Henry, VIII to explore how their choices challenged Church practices.</p>	<p>Children practise overarm bowling in pairs and small games, focusing on correct grip, action and accuracy.</p> <p>Dodgeball LO: To develop dodging skills and apply them appropriately to the situation.</p> <p>Children take part in progressive dodgeball games to practise dodging, ducking and jumping, applying these skills to avoid being hit.</p>	<p>Children will listen to a piece of music and work in groups to create a graphic score, using colours and shapes to visually represent the musical features they hear.</p>	<p>Children will learn and practise French fruit vocabulary by matching spoken words to pictures.</p>
9:	Assessment Week	<p>LOS</p> <p>To add whole numbers with more than 4 digits, Subtract whole numbers with more than 4 digits, Use rounding to check answers, To use inverse operations.</p>	<p>LO: To understand how energy is generated.</p> <p>Children use digital maps to investigate how energy is produced in the United States by exploring oil and wind energy production in Midland, Texas.</p>	<p>LO: To describe water resistance and its effects.</p> <p>Children design and test different shapes in water to investigate how surface area affects water resistance.</p>	<p>LO: I can use a concept map to create an informative text.</p> <p>Children turn their concept maps into written information using 2Connect Story Mode.</p>	<p>LO: To apply knowledge of circuits to experiment with design.</p> <p>Children experiment with different wobble bot designs by changing body shape, legs and weights, testing how each variation affects movement and recording their observations.</p>	<p>LO: To find out how Christianity has changed.</p> <p>Children will explore how Christian denominations developed by building a denomination tree.</p>	<p>Cricket LO: To develop batting skills, identify when I am successful and what I need to do to improve.</p> <p>Children practise batting in small-sided cricket games, focusing on correct grip and swing, striking the ball into space.</p> <p>Dodgeball LO: To develop catching skills and apply them appropriately to the situation.</p> <p>Children play conditioned dodgeball games focusing on confident catching, staying in a ready position.</p>	<p>LO: To create a vocal composition.</p> <p>Children will work in groups to create and perform a vocal composition, using their voices to represent the colours, shapes and features of an abstract image.</p>	<p>LO: To be able to join in with and perform a short, repetitive story.</p> <p>Children will rehearse and perform a short, repetitive French story in small groups.</p>
10:	<p>Genre: Narrative, LOS</p> <p>I can explore how authors introduce characters and settings to engage the reader.</p> <p>I can infer characters' thoughts, feelings and motivations using evidence from the text.</p> <p>I can identify the structural features of a narrative (opening,</p>	Assessment Week	<p>LO: To know how energy sources are distributed.</p> <p>Children use OS maps and grid references to locate and compare energy-related human and physical features in Port of Blyth and another energy-producing area.</p>	<p>LO: To describe friction and its effects.</p> <p>Children investigate friction by testing how weight affects braking distance.</p>	<p>LO: I can add extra detail and links to improve my concept map.</p> <p>Children edit and extend their concept maps by adding new nodes, links and information.</p>	<p>LO: To design a motorised product.</p> <p>Children research, generate and sketch ideas for a purpose-driven motorised wobble bot.</p>	<p>LO: To explore different interpretations of the Bible.</p> <p>Working in groups, children will identify and discuss how different Christian traditions interpret the same texts in different ways.</p>	<p>Cricket LO: To develop fielding techniques and begin to use these under some pressure.</p> <p>Children develop cricket fielding skills by working in small-sided games to track the ball, choose appropriate barriers (short or long), and apply these techniques under increasing pressure to limit runs.</p> <p>Dodgeball LO: To develop blocking skills</p>	<p>LO: To create a piece of music inspired by a single colour.</p> <p>Children will work in groups to create a short, wordless vocal composition inspired by a single colour and record it as a graphic score.</p>	<p>LO: To describe quantity of different food.</p> <p>Children will sort and use French food vocabulary to describe quantities, choosing the correct articles.</p>

	<p>build-up, problem, resolution).</p> <p>I can analyse how descriptive language and sentence choices create mood and atmosphere.</p> <p>Guided Reading</p> <p>Explain</p> <p>I can explain how the author uses language to show character and mood.</p> <p>SPAG: To use subordinating conjunctions</p>							<p>and apply them appropriately to the situation.</p> <p>Children play conditioned dodgeball games where they practise blocking shots in a ready position, holding the ball securely and deciding when to block, catch or support teammates.</p>		
11:	<p>Genre: Narrative</p> <p>LOS</p> <p>I can plan a narrative using a clear structure and paragraph sequence.</p> <p>I can write a narrative opening and build-up that establishes character and setting.</p> <p>I can develop the problem and resolution using varied sentence structures and dialogue.</p> <p>I can edit and improve my narrative for clarity, cohesion and impact.</p> <p>Guided Reading</p> <p>Predict / Summarise</p> <p>I can predict what may happen next and summarise key events.</p> <p>SPAG To link paragraphs with Adverbials</p>	<p>LOS:</p> <p>To complete multistep addition and subtraction problems, To compare calculations, To find missing numbers.</p>	<p>LO: To explain reasons for choosing an energy source.</p> <p>Children recommend a renewable energy source for a new city by justifying its benefits, drawbacks and location.</p>	<p>LO: To describe the effects of levers and pulleys.</p> <p>Children build, test and improve a wind-powered pulley system, then draw and label a scientific diagram to explain how levers and pulleys help lift loads.</p>	<p>LO: I can work with others to create a shared concept map.</p> <p>Children work in groups using collaborative mode in 2.Connect to create a shared concept map.</p>	<p>LO: To make a wobble bot.</p> <p>Children will use their design plans to construct, test and evaluate a motorised wobble bot, making improvements based on how well it meets the design criteria.</p>	<p>LO: To compare how Christians show their beliefs.</p> <p>Children will sort and compare images, symbols and statements about worship to explore similarities and differences.</p>	<p>Cricket LO: To understand the need for tactics and identify when to use them.</p> <p>Children play conditioned cricket games to explore and apply simple batting and fielding tactics.</p> <p>Dodgeball LO: To understand the need for tactics and identify how to create and use them.</p> <p>Children play a range of conditioned dodgeball games where they discuss threats, create and adapt team tactics, and communicate effectively to outwit their opponents.</p>	<p>LO: To work as a group to perform a piece of music.</p> <p>Children will rehearse and perform their group compositions, following graphic scores.</p>	<p>LO: To be able to understand a French text.</p> <p>Children will work in pairs to investigate an authentic French recipe, using language-detective strategies to decode meaning.</p>