

Medium Term Plan

Year .....5.....Topic Name Conservation				
Overarching Question?	Can I change the world?			
Stunning Start	Visit to the beach			
Fantastic Finish	Port Lympe / Big cat sanctuary Ashford			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
English Genres and Focus	F: Pourquoi stories NF: Persuasion Poetry: Animal poetry	Poetry: Animal poems Fiction: How the bear got his tail. Non-fiction: Persuasion-persuade people to stop poaching animals.	Write own animal poem- acrostic.  Write origin story for class animal.  Persuading poachers/hunters why they should stop.	
Maths	Fractions. Number – Decimals and Percentages	Read and write decimal numbers as fractions e.g. $0.71 = 71/100$ , $8.09 = 8 + 9/100$ ? Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving numbers with up to three decimal places. Solve problems which require knowing percentage and decimal equivalents of $1/2$ , $1/4$ , $1/5$ , $2/5$ , $4/5$ and those fractions with a denominator of a multiple of 10 or 25. Recognise the percent symbol (%), understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and		I can read and write decimal numbers as fractions such as $0.71 = 71/100$ . I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents. I can round numbers with two decimal places. Read, write, order and compare numbers with up to three decimal places. I can read, write, order and compare numbers with up to three decimal places. I can solve problems involving numbers with up to three decimal places. I can solve problems which require knowing percentage and decimal equivalents of $1/2$ , $1/4$ , $1/5$ , $2/5$ , $4/5$ and those fractions with a denominator of a multiple of 10 or 25. I can identify the percent symbol (%) and how it relates to parts

		as a decimal.		per hundred, hundredths and decimals.
<b>Science</b>	<p>Describe the changes as humans develop into old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Life cycles</p> <p>THE TALK</p> <p>Beach Guardians</p>		<p>I can describe the changes as humans develop, up to old age.</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe how some animals and plants reproduce</p>
<b>PE</b>	<p>Outdoor-Net games</p> <p>Indoor- Athletics</p>	<p>Begin to reflect on mistakes and see them as an opportunity to learn from</p> <p>Perform a sequence of one footed leaps</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition</p> <p>Develop interest in participating in sports activities and events at a competitive level</p> <p>Identify different levels of performance and use subject specific vocabulary</p> <p>Develop interest in participating in sports activities and events at a competitive level</p> <p>When performing in an activity, draw upon previous knowledge and experiences of</p>		<p>I know when I have made mistakes and can then use these experiences to change my approach in the future.</p> <p>I can make a sequence of one footed leaps using my arms to help move me along</p> <p>I can take part in organised games and sports using my skills and tactics to help my team</p> <p>I can predict what an opponent might do during a game or activity and alter my performance accordingly</p> <p>I enjoy sports and activities as part of my interests and hobbies</p> <p>I can work out how well I have performed and describe this using appropriate terms for the activity</p> <p>I enjoy sports and activities as part of my interests and hobbies</p> <p>I can predict what an opponent might do during a game or</p>

		tactics, strategies and composition Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy		activity and alter my performance accordingly I can take part in organised games and sports using my skills and tactics to help my team
<b>Art/DT</b>	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions Mix colours to express mood, divide foreground from background or demonstrate tones Experiment with using layers and overlays to create new colours/textures  Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures	Observational drawing  Explore a range of animals, look at feathers, fur, scales etc...  Re-create using range of materials.		I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions I can mix colours to express mood, divide foreground from background or demonstrate tones <i>I can experiment with using layers and overlays to create new colours/textures</i>  <i>I can add a collage to a background that I have already painted, drawn or printed</i>
<b>PSHE</b>	THE TALK	To learn about the main physical and emotional changes at puberty for both boys and girls  To learn why changes at puberty occur at different rates  To learn skills and strategies for managing changes at puberty  To learn how to deal positively with questions they have		I am able to describe the main physical and emotional changes at puberty for both boys and girls  I know why changes at puberty occur at different rates  I have strategies for managing changes at puberty  I can deal positively with questions they have about puberty

		<p>about puberty</p> <p>To learn about sources of reliable and accurate information for puberty issues</p> <p>To learn that there is a range of places to get help and support for puberty issues</p> <p>To learn the skills to access this range of support</p> <p>To learn about the kinds of things that grown-ups are responsible for and the kinds of things that children are responsible for about ways in which they can become more responsible as they grow up</p>		<p>I know some sources of reliable and accurate information for puberty issues</p> <p>I am able to give accurate information about puberty issues</p> <p>I know about the range of sources of help and information available to support them with puberty issues and ways of accessing this identify responsibilities that they can begin working on now</p>
<b>RE</b>	<p>What difference does the resurrection make to Christians?</p>	<p>How does how Incarnation and Salvation fit within the 'big story' of the Bible?</p> <p>What do Christians mean when they say that Jesus' death was a sacrifice?</p> <p>What do the narratives of Jesus' death/ resurrection mean to Christians and how do they interpret these texts?</p> <p>What are the connections between the Christian belief in Jesus' death as a</p>	<p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways.</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p>	<p>I can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>I can show how Christians put their beliefs into practice in different ways.</p> <p>I can outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p>

		<p>sacrifice and how Christians celebrate Holy Communion/Lord's Supper?</p> <p>How do Christians put their beliefs into practice?</p> <p>What is the value and impact of the idea of sacrifice in my own life and the world today?</p>		
<p><b>Computing</b></p> <p><b>Geography</b></p>	<p>Understand why people seek manage and sustain their Environment</p> <p>Know about changes to world environments over time</p> <p>Understand how humans affect the environment over time</p> <p>Understand about world weather patterns around the World and relate these climate zones</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>-----</p> <p>Climate change – land use, settlements etc</p>		<p>I can understand why people seek to manage and sustain their environment</p> <p>I can explain about changes the to the World environment</p> <p>I can understand how humans affect the environment</p> <p>I can understand about weather patterns around the World and relate these to climate zones</p> <p>I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
<b>History</b>	-----			

<b>Music</b>	<p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Compose complex rhythms from an increasing aural memory</p> <p>Understand how pulse, rhythm and pitch work together</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p>	Carnival of the Animals – compose for your own animal		<p>I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>I can compose complex rhythms using my aural memory</p> <p>I can understand how pulse, rhythm and pitch work together</p> <p>I can understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff</p>
<b>KS2 MFL</b>	Animals and where they live	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word</p> <p>Take part in conversations and express simple opinions giving reasons</p> <p>Learn a song or poem using the written text for support</p> <p>Use a wide range of adjectives to describe people and things,</p>		<p>I can understand the main points from a spoken passage</p> <p>I can match the spoken version of most words I know to the correct spelling</p> <p>I can talk about likes and dislikes giving reasons</p> <p>I can learn a song or poem using the written words to help me</p> <p>I can describe people and things using different adjectives and can use some verbs to say what people are doing</p>

		and use different verbs to describe actions		
<b>Local focus</b>	Brockhill?			
<b>Visitors or trips</b>	Term 4- Samphire Hoe – Conservation talk/litter/beach clean			
<b>Special Focus Days/Weeks</b>				