

Medium Term Plan

Year5.....Topic Name Wonderful Women & Marvellous Men Through History				
Overarching Question?	What makes a hero?			
Stunning Start	Visit to Memorial Arch			
Fantastic Finish	Be Your Hero Day			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	<p>F: Rags to Riches story: Charlie & the Chocolate Factory</p> <p>NF: Recount writing (biographies)</p> <p>Poetry: Famous poets</p>		<p>T4W – Create a rags to riches story</p> <p>Poetry: Roald Dahl’s Revolting Rhymes – write own.</p> <p>Writing and Sharing Biographies with year 4.</p>	<p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.</p> <p>I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place,e.g. nearby and number,e.g. secondly or tense choices e.g. he had seen her before.</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</p> <p>I can find and write down facts and information from non-fiction texts.</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>I can discuss and compare events, issues and characters within a book.</p>

<p>Maths</p>	<p>Multiplication and Division, Fractions</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally, drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and the notation for squared (2). Recognise and use cube numbers and the notation for cubed(3). Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication</p>		<p>I can find multiples and factors of a number and can identify factors common to 2 different numbers.</p> <p>I can use vocabulary relating to prime numbers, prime factors and composite numbers.</p> <p>I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.</p> <p>I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.</p> <p>I can mentally multiply and divide numbers using the times tables.</p> <p>I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can show remainders.</p> <p>I can multiply and divide whole and decimal numbers by 10, 100 and 1000.</p> <p>I can identify and use square numbers and their notation.</p> <p>I can identify and use cube numbers and their notation.</p> <p>I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.</p> <p>I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.</p> <p>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>I can compare and order fractions whose denominators are all multiples of the same number.</p> <p>I can find and name equivalent fractions of a given fraction including tenths and hundredths.</p>
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Science		-	-	-
PE	<p>Outdoor- Net games</p> <p>Indoor- Invasion</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</p>		<p><i>I can make a sequence of one footed leaps using my arms to help move me along</i></p> <p>I can take part in organised games and sports using my skills and tactics to help my team</p> <p><i>I can predict what an opponent might do during</i></p>

	games	<p>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><i>a game or activity and alter my performance accordingly</i></p> <p>I enjoy sports and activities as part of my interests and hobbies</p>
Art/DT	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product	Revisit famous artists – Van Gogh		I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product
PSHE		<p>To learn about the difference between needs and wants</p> <p>To learn about basic human needs and the link between basic needs and basic rights</p> <p>To learn that we all have basic human rights, and that there are particular rights for children</p> <p>To learn that rights come with responsibilities</p> <p>To learn what action to take to ensure that rights are upheld in the school community</p> <p>To learn about human rights issues in the media</p>		<p>I can differentiate between needs and wants</p> <p>I can give examples of basic human needs and the link between these needs and basic human rights</p> <p>I can give examples of rights that they have, and the responsibilities that go with them</p> <p>I can contribute to a simple debate on rights issues</p> <p>I can listen to and take account of the views of others</p> <p>I can name an organisation that campaigns for human rights and give an example of the work that organisation does</p> <p>I can give examples of basic animal rights</p>

		<p>To empathise with the experiences of other people and describe situations from other points of view</p> <p>To debate human rights issues about the work of organisations that campaign for human rights</p> <p>To learn about basic rights that the law confers on animals</p> <p>To learn about human responsibility to uphold animal rights</p> <p>To learn about the work of organisations that campaign for animal rights</p>		<p>I can express their opinions on animal rights, based on evaluation of evidence</p> <p>I can carry out research on an organisation that helps to enforce laws on animal rights</p> <p>I can confidently present their research</p>
RE	How can following God bring freedom and justice?	<p>What connections are there between the story of Moses and the concepts of freedom and salvation? (use theological terms.)</p> <p>What connections are there between Bible texts studied and what Christians believe about being the People of God and how they should behave?</p> <p>How do some Christians put their beliefs into practice by trying to bring freedom to others?</p> <p>What ideas about freedom and justice arise from studying the Bible texts? Are these texts; helpful or inspiring? Tell me more</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p>	<p>I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>I can make clear connections between Bible texts studied and what Christians believe about being the I can understand how People of God and how they should behave.</p> <p>I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p>

		about your answer.		
Computing	Using a computer to research	Use filters in search technologies effectively		<i>I can use more advanced features when searching online</i>
Geography	Longitude and Latitude Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night	Use filters in search technologies effectively and appreciates how results are selected and ranked Independently select and use appropriate software for a task Understand the need to only select age appropriate content		I can use a range of search tools to find exactly what I'm looking for I can select appropriate software to use for a given task <i>I understand how to choose online content for my age group</i> I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night
History	Give some reasons for some important historical events Provide an account of a historical event based on more than one source Present findings and communicate knowledge and understanding in different ways	Local history	Explore life and works of William Harvey.	I can give some reasons for some important historical events I can provide an account of a historical event based on more than one source I can present findings and communicate knowledge and understanding in different ways
Music	Develop an increasing			I can develop an increasing understanding of the history and

	<p>understanding of the history and context of music</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p>			<p>context of music</p> <p>I can lay and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p>
KS2 MFL	<p>Question Words Likes and dislikes. Take part in conversations and express simple opinions giving reasons</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</p>			<p>I can talk about likes and dislikes giving reasons</p> <p>I can describe people and things using different adjectives and can use some verbs to say what people are doing</p>
Local focus	Local Heroes- William Harvey			
Key Vocabulary	Hero, scientist, author, equality, mathematician, explorer			
Language Enrichment	Reading aloud to younger years, presenting information to class			
Visitors or trips	Term 3 - Folkestone			
Special Focus Days/Weeks	Be Your Hero Day- pupils to come to school dressed as their hero.			

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