

Medium Term Plan - Year 5 – Term 2

Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: The Wizards of Once by Cressida Cowell						
English	<p>Descriptive paragraph of Xar or Wish – to describe.</p> <p>Lesson 1: LO: To make connections between other similar texts talk about their similarities and differences. UKS2: EN RC2a UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 2: LO: To understand the context of <i>The Wizards of Once</i>. UKS2: EN RC2e, UKS2: EN RC2d, UKS2: EN RC2a.</p> <p>Lesson 3: LO: To secure development of characterisation and choose vocabulary to</p>	<p>Internal monologue – to explore a character’s thoughts and feelings.</p> <p>Brief monologue – to explore a character’s thoughts and feelings.</p> <p>Lesson 1: LO: To develop ideas and opinions from relevant details drawn from the text. UKS2: EN RC2a, LKS2: EN RC1g, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 2: LO: To understand how the writer’s choices impact on our understanding of the story/characters/setting/Context. UKS2: EN W VGP2, UKS2: EN RC2a, LKS2: EN RC1g.</p>	<p>Writing the next part of the story in the style of the author – to entertain.</p> <p>Lesson 1: LO: To explore the writer/narrator’s intentions in conveying/portraying character. EN SL 9, EN SL 7, EN SL 2, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 2: LO: To write in the style of the story. LKS2: EN W C2a, UKS2: EN W VGP2a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, UKS2: EN W VGP1f.</p>	<p>Conversation in the style of the main characters and using reported speech – to entertain.</p> <p>Note to Queen Sychorax to request that Rule 13 be amended – to persuade.</p> <p>Lesson 1: LO: To write in the style of the story. LKS2: EN W C2a, UKS2: EN W C3a, UKS2: EN W C4, UKS2: EN W C5, LKS2: EN W VGP1d, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 2: LO: To explore the writer’s intentions in conveying/portraying character using reported speech.</p>	<p>Detailed monologue from the point of view of Xar reflecting on the story – to empathise with the character, considering how events have affected them.</p> <p>Lesson 1: LO: To explore the writer’s intentions in portraying character. LKS2: EN RC1g, LKS2: EN RC2f, EN SL 7, EN SL 11, UKS2: EN RC2c, UKS2: EN RC2b.</p> <p>Lesson 2: LO: To plan the main events of a monologue. UKS2: EN RC2c, UKS2: EN W C1a, LKS2: EN W C1b.</p>	<p>Labelled diagram of a magical creature – to inform.</p> <p>Lesson 1: LO: To evaluate the events of Chapter 18. UKS2: EN RC2d, EN SL 9, UKS2: EN RC2b, UKS2: EN RC1e, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p> <p>Lesson 2: LO: To identify characteristics of a character based on what has been read. UKS2: EN W C1, UKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN RC2b, UKS2: EN RC1e.</p>



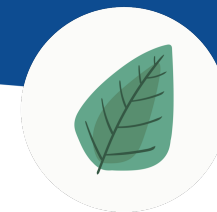
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	<p>engage and impact the reader. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4 UKS2: EN RC2d. UKS2: EN RC2a</p> <p>Lesson 4: LO: To analyse how the writer uses language to reveal character. UKS2: EN RC2c, UKS2: EN RC2f, EN SL 4, UKS2: EN RC2d, UKS2: EN W VGP1e.</p> <p>Lesson 5: LO: To add well-chosen detail to interest the reader. UKS2: EN RC2c, UKS2: EN W C1a, UKS2: EN W C3a, UKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP2a, LKS2: EN W TS1.</p>	<p>Lesson 3: LO: To develop understanding of how a detailed setting can enhance the meaning for the reader. UKS2: EN W C2a,</p> <p>Lesson 4: LO: To explore the thoughts and feelings of the eyewitness. UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, UKS2: EN W C5. LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b.</p> <p>Lesson 5: LO: To explore the writer/narrator's intentions in conveying/portraying character. UKS2: EN RC5, EN SL 9, EN SL 8.</p>	<p>Lesson 3: LO: To write in the style of the story. UKS2: EN W C3a, EN SL 7, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2c, LKS2: EN W TS1.</p> <p>Lesson 4: LO: To explore the write in the style of the story. EN SL 11, UKS2: EN RC1e, UKS2: EN W C3a, EN SL 7, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2c, LKS2: EN W TS1.</p> <p>Lesson 5: LO: To explore the events and analyse the writing of Chapter 11. UKS2: EN RC2f, UKS2: EN RC6, UKS2: EN RC2c, UKS2: EN RC2e,</p>	<p>UKS2: EN RC2c, UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, UKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: Reading comprehension and visualisation. UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p> <p>Lesson 4: LO: To explore and evaluate different viewpoints within the text. EN SL 7, EN SL 8, EN SL 9, EN SL 10, EN SL 11.</p> <p>Lesson 5: LO: To write a persuasive piece in the form of a note to Queen Sychorax to ask to create a new and improved Rule 13. LKS2: EN W C2a, LKS2: EN W C3b, UKS2: EN W C3a, UKS2:</p>	<p>Lesson 3: LO: To understand the features and colloquial language of an internal monologue. LKS2: EN RC1g, UKS2: EN RC2f, EN SL 7, EN SL 6, EN SL 11, UKS2: EN RC1e, UKS2: EN RC2c, UKS2: EN RC2b.</p> <p>Lesson 4: LO: To add well-chosen detail to interest the reader. UKS2: EN RC2c, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W TS1.</p> <p>Lesson 5: LO: To proofread and edit to create a final draft of a monologue. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3a, UKS2: EN W C2e, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C4, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2:</p>	<p>Lesson 3: LO: To create a labelled diagram of a magical creature. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3a UKS2: EN W C3a, UKS2: EN W C3b, LKS2: EN RC2b, UKS2: EN RC1e.</p> <p>Lesson 4: LO: To plan a storyboard that could be made into a book trailer. UKS2: EN RC2e, LKS2: EN W C2a, UKS2: EN W C3a, LKS2: EN W C6. UKS2: EN RC2d,</p> <p>Lesson 5: LO: To evaluate the text as a whole. UKS2: EN RC2d, EN SL 9, UKS2: EN RC2b UKS2: EN RC1e, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p>
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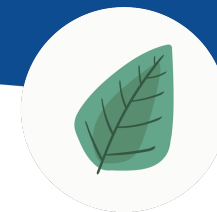
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				EN W C3b, UKS2: EN W C4, UKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.	EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP2c.	
SPAG	Modal Verbs Using modal verbs to indicate degrees of possibility (might, should, will, must). Y5:G4.1	Modal Verbs Indicating degrees of possibility using modal verbs (might, should, will, must). Y5:G4.1	Adverbs Using adverbs to indicate degrees of possibility. Y5:G1.6	Adverbs Using adverbs to indicate degrees of possibility. Y5:G1.6	Adverbs Indicating degrees of possibility using adverbs (e.g. perhaps, surely). Y5:G1.6	Assessment and Revision
Maths	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Y5:MD7 Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers Y5:MD2	Establish whether a number up to 100 is prime and recall prime numbers up to 19 Y5:MD3 Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Y5:MD8	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Y5:M3 Calculate and compare the area of rectangles/squares and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes Y5:M4	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 Y5:MD4	Multiply and divide numbers mentally drawing upon known facts Y5:MD5	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 Y5:MD6



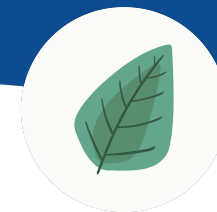
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Science	<p>Science: Forces</p> <p>Lesson 1: Fabulous Forces</p> <p>LO: To identify forces acting on objects. Y5:Sc: F1, Y5:Sc: F2</p> <p>Big Idea (Aspect): Processes (Forces) Investigation (Questioning)</p>	<p>Science: Forces</p> <p>Lesson 2: Gravity</p> <p>LO: To explore the effect gravity has on objects and how gravity was discovered. Y5:Sc: F1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5-6:Sc:WS6</p> <p>Big Idea (Aspect): Processes (Forces) Investigation (Questioning, Measurement, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)</p>	<p>Science: Forces</p> <p>Lesson 3: Air Resistance</p> <p>LO: To investigate the effects of air resistance. Y5:Sc: F2, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5-6:Sc:WS6</p> <p>Big Idea (Aspect): Comparison (Phenomena) Investigation (Questioning, Measurement, Investigation, Report & conclude) Creativity (Report & conclude)</p>	<p>Science: Forces</p> <p>Lesson 4: Water Resistance</p> <p>LO: To explore the effects of water resistance. Y5:Sc: F2, Y5-6:Sc:WS2, Y5-6:Sc:WS5</p> <p>Big Idea (Aspect): Comparison (Phenomena) Investigation (Questioning, Measurement, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)</p>	<p>Science: Forces</p> <p>Lesson 5: Friction</p> <p>LO: To investigate the effects of friction. Y5:Sc: F2, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5</p> <p>Big Idea (Aspect): Comparison (Phenomena) Investigation (Questioning, Measurement, Investigation, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data)</p>	<p>Science: Forces</p> <p>Lesson 6: Marvellous Mechanisms</p> <p>LO: To explore and design mechanisms. Y5:Sc: F3</p> <p>Big Idea (Aspect): Processes (Modelling) Investigation (Observations)</p>
	<p>Geog.</p> <p>Geography: Would you like to live in the desert?</p> <p>Lesson 1: What is a hot desert biome? LO: To summarise the characteristics of a desert biome KS2: Ge: LK3, HP1</p>	<p>Geography: Would you like to live in the desert?</p> <p>Lesson 2: Where are deserts located? LO: To locate and explore features of a desert KS2: Ge: LK1 and 3, HP1 and 2, SF1</p>	<p>Geography: Would you like to live in the desert?</p> <p>Lesson 3: What physical features are found in a desert? LO: To describe the physical features of a desert environment</p>	<p>Geography: Would you like to live in the desert?</p> <p>Lesson 4: How can people use deserts? LO: To explain the different ways humans can use deserts KS2: Ge: LK1 and 3, HP2</p>	<p>Geography: Would you like to live in the desert?</p> <p>Lesson 5: What are the threats to the desert? LO: To describe some of the threats facing the desert KS2: Ge: LK1, HP1 and 2</p>	<p>Geography: Would you like to live in the desert?</p> <p>Lesson 6: Would you like to live in the desert? LO: To explore the similarities and differences between the</p>



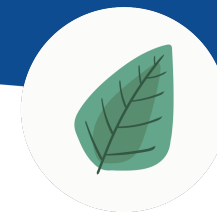
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	Big Idea (Aspect): Place (location and position) Processes (physical processes) Nature (environment)	Big Idea (Aspect): Comparison (compare and contrast) Processes (physical processes, climate and weather) Nature (physical features) Humankind (human features and landmarks, land use)	KS2: Ge: LK1, HP1 Big Idea (Aspect): Place (location and position) Nature (physical features) Investigation (geographical resources)	Big Idea (Aspect): Processes (physical processes, climate and weather) Nature (sustainability) Significance (significant places) Humankind (settlements and land use)	Big Idea (Aspect): Processes (climate and weather) Nature (sustainability) Investigation (data analysis) Change (geographical change)	two physical environments KS2: Ge: LK1,2 and 3, PK1, HP1 and 2, SF3 Big Idea (Aspect): Place (world) Comparison (compare and contrast) Investigation (geographical resources)
DT	DT: Mechanical Systems Making a pop-up book Lesson 1: Pop-up book page design LO: To design a pop-up book KS2:DT D 1 KS2:DT D 2 KS2:DT E 1 KS2:DT E 2 KS2:DT TK 1 KS2:DT TK 2 Big Idea (Aspect): Materials (Materials for Purpose) Creativity (Generation of ideas)	DT: Mechanical Systems Making a pop-up book Lesson 2: Making my pop-up book LO: To follow my design brief to make my pop-up book KS2:DT D 2 KS2:DT M 1 KS2:DT M 2 KS2:DT E 1 KS2:DT E 2 KS2:DT TK 1 KS2:DT TK 2 Big Idea (Aspect): Materials (Materials for Purpose)	DT: Mechanical Systems Making a pop-up book Lesson 3: Using layers and spacers LO: To use layers and spacers to cover the working of mechanisms KS2:DT D 2 KS2:DT M 1 KS2:DT M 2 KS2:DT E 1 KS2:DT E 2 KS2:DT TK 1 KS2:DT TK 2 Big Idea (Aspect): Materials (Materials for Purpose)	DT: Mechanical Systems Making a pop-up book Lesson 4: Writing and illustrating LO: To create a high-quality product suitable for a target user. KS2:DT D 2 KS2:DT M 1 KS2:DT M 2 KS2:DT E 1 KS2:DT E 2 KS2:DT TK 1 KS2:DT TK 2 Big Idea (Aspect): Materials (Materials for Purpose)		



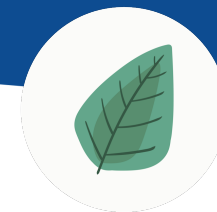
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	Investigation (Investigation) Investigation (Evaluate) Significance (Significant people)	Creativity (Generation of ideas) Investigation (Investigation)	Creativity (Generation of ideas) Investigation (Investigation) Investigation (Evaluate)	Creativity (Generation of ideas) Investigation (Investigation) Investigation (Evaluate)		
MFL	<p>MFL (French): French monster pets</p> <p>Lesson 1: French detectives – beware the dragon!</p> <p>LO: To investigate text for visual clues and find information.</p> <p>UKS2:MFL9</p>	<p>MFL (French): French monster pets</p> <p>Lesson 2: Body parts – nouns, gender and number</p> <p>LO: To identify and sort nouns by their gender, number and meaning.</p> <p>UKS2:MFL2, UKS2:MFL7, UKS2:MFL12</p>	<p>MFL (French): French monster pets</p> <p>Lesson 3: A French monster mash-up</p> <p>LO: To make a short presentation in French.</p> <p>UKS2:MFL10, UKS2:MFL11</p>	<p>MFL (French): French monster pets</p> <p>Lesson 4: About a beast with adjectives</p> <p>LO: To use adjectives correctly.</p> <p>UKS2:MFL4, UKS2:MFL5, UKS2:MFL6</p>	<p>MFL (French): French monster pets</p> <p>Lesson 5: Fantastic French beasts</p> <p>LO: To be able to create my own descriptive paragraph.</p> <p>UKS2:MFL10, UKS2:MFL11, UKS2:MFL12</p>	
PE	<p>Football Lesson 1: 2v2 Mini Games</p> <p>LO: To apply pressure onto the attacker slowing them down.</p>	<p>Football Lesson 2: 5v4 Overload defending</p> <p>LO: To collaborate as a team to prevent the attackers from scoring.</p>	<p>Football Lesson 3: Wing Football (5v3)</p> <p>LO: To combine passing and dribbling to create attacking opportunities.</p>	<p>Hockey Lesson 1: Zone Hockey 4v4 (2v2)</p> <p>LO: To prevent the attackers from scoring.</p>	<p>Hockey Lesson 2: 3v3 Hockey</p> <p>LO: To combine passing, dribbling and moving to create a shooting opportunity.</p>	<p>Hockey Lesson 3: Hockey tournament</p> <p>LO: To collaborate as a team.</p>



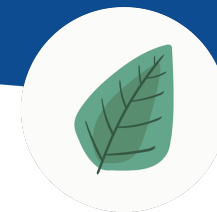
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	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)
PSHE	<p>Celebrating Difference</p> <p>Lesson 1: Different cultures</p> <p>LO: To understand that cultural differences sometimes cause conflict.</p> <p>Big Idea (Aspect): Place (Diversity)</p> <p>Comparison (Compare and contrast)</p> <p>Investigation (Issues, evidence and ideas)</p>	<p>Celebrating Difference</p> <p>Lesson 2: Racism</p> <p>LO: To understand what racism is.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour)</p> <p>Place (Diversity)</p> <p>Comparison (Compare and contrast)</p> <p>Investigation (Issues, evidence and ideas)</p>	<p>Celebrating Difference</p> <p>Lesson 3: Rumours and name calling</p> <p>LO: To understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour)</p>	<p>Celebrating Difference</p> <p>Lesson 4: Types of bullying</p> <p>LO: To explain the difference between direct and indirect types of bullying.</p> <p>Big Idea (Aspect): Humankind (Unacceptable behaviour)</p>	<p>Celebrating Difference</p> <p>Lesson 5: Does money matter?</p> <p>LO: To compare my life with people in the developing world.</p> <p>Big Idea (Aspect): Place (Place in the world)</p> <p>Comparison (Compare and contrast)</p>	<p>Celebrating Difference</p> <p>Lesson 6: Celebrating difference across the world</p> <p>LO: To understand a different culture from my own.</p> <p>Big Idea (Aspect): Investigation (Issues, evidence and ideas)</p> <p>Processes (Environment)</p>



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Computing	<p>Creating media – Video Production</p> <p>Lesson 1:</p> <p>LO: To explain what makes a video effective. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Video Production</p> <p>Lesson 2:</p> <p>LO: To identify digital devices that can record video. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Video Production</p> <p>Lesson 3:</p> <p>LO: To capture video using a range of techniques. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Video Production</p> <p>Lesson 4:</p> <p>LO: To create a storyboard. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Video Production</p> <p>Lesson 5:</p> <p>LO: To identify that video can be improved through reshooting and editing. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>Creating media – Video Production</p> <p>Lesson 6:</p> <p>LO: To consider the impact of the choices when making and sharing a video. KS2: CO 5, 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>
	<p>Incarnation – Was Jesus the Messiah?</p> <p>Lesson 1:</p> <p>LO: What kind of saviour did the People of God want?</p> <p>Y5: Incarnation Lesson 1</p>	<p>Incarnation – Was Jesus the Messiah?</p> <p>Lesson 2:</p> <p>LO: What does the Bible say about the Messiah?</p> <p>Y5: Incarnation Lesson 2</p>	<p>Incarnation – Was Jesus the Messiah?</p> <p>Lesson 3:</p> <p>LO: What evidence was there that Jesus was the Messiah?</p> <p>Y5: Incarnation Lesson 3</p>	<p>Incarnation – Was Jesus the Messiah?</p> <p>Lesson 4:</p> <p>LO: What would a Messiah look like today?</p> <p>Y5: Incarnation Lesson 4</p>	<p>Incarnation – Was Jesus the Messiah?</p> <p>Lesson 5:</p> <p>LO: How do Christians express their belief in Jesus as the Messiah?</p> <p>Y5: Incarnation Lesson 5</p>	<p>Incarnation – Was Jesus the Messiah?</p> <p>Lesson 6:</p> <p>LO: How do Christians put their beliefs about Jesus into practice?</p> <p>Y5: Incarnation Lesson 6</p>