Medium Term Plan - Year 5 – Term 3

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.

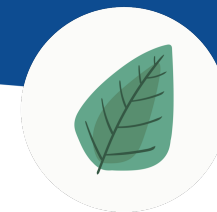| Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Class Text: Nevermoor: The Trials of Morrigan Crow by Jessica Townsend					
English	**An apology letter – to apologise.** **Blog – to recount.** **Lesson 1:** **LO:** To make a prediction about what might happen in a story. UKS2: EN RC2aUKS2: EN RC2b, EN SL 7, UKS2: EN RC2c, UKS2: EN RC2d. **Lesson 2:** **LO:** To develop our understanding of the character Morrigan Crow. UKS2: EN RC2a, UKS2: EN RC2d, UKS2: EN RC2e, UKS2: EN RC2f.	**An internal monologue – to recount .** **Lesson 1:** **LO:** To explore our understanding of stories set in imaginary worlds. UKS2: EN RC1e, UKS2: EN RC1f, EN SL 4, EN SL 11. **Lesson 2:** **LO:** To develop a deeper understanding of the characters in the story. EN SL 3, UKS2: EN RC1c, UKS2: EN RC1e, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC3, EN SL 11. **Lesson 3:** **LO:** To explore the setting of the story. EN SL 2, UKS2: EN RC1c, UKS2: EN RC1e, UKS2: EN	**An advertisement – to persuade.** **Lesson 1:** **LO:** To understand what to include in an advert and how to persuade the reader. UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN RC4, UKS2: EN W C1a, UKS2: EN W C2a. **Lesson 2:** **LO: T**o write persuasively. LKS2: EN W C1a, UKS2: EN W C4, UKS2: EN W C3b, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C2a, LKS2: EN W C3b, LKS2: EN W C3, LKS2: EN W VGP1c.	**A newspaper report – to inform** **Lesson 1:** **LO:** To plan to write our own newspaper report about the Chase Trial. **Lesson 2:** **LO:** To understand the features of journalistic writing. **Lesson 3:** **LO:** To write a newspaper article about the Chase Trial. **Lesson 4:** **LO:** To understand how an author creates suspense.	**Lesson 1:** **LO:** To form opinions in preparation for a debate. **Lesson 2:** **LO:** To explore our understanding of 'talent'. **Lesson 3:** **LO:** To develop our understanding of the main character. **Lesson 4:** **LO:** To ask and answer questions about the ending of the story. **Lesson 5:** **LO:** To sequence the events of a story and to create a plan for writing a fantasy story.	**A Magical fantasy Story – to entertain.** **Lesson 1:** **LO:** To develop the characters for a story. To develop a fantasy story setting. **Lesson 2:** **LO:** To write the beginning of a fantasy story. **Lesson 3:** **LO:** To continue writing a fantasy story. **Lesson 4:** **LO:** To write the end of a magical story**.**

Lesson 3:
LO: To understand how the author portrays a character.
UKS2: EN RC2a, UKS2: EN RC2d, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN W C3b, UKS2: EN W VGP1a.

Lesson 4:
LO: To explore the thoughts and feelings of a character in a story.
UKS2: EN RC2c, UKS2: EN RC2d UKS2: EN RC2e, LKS2: EN W C6, EN SL 6, EN SL 5, UKS2: EN RC3, UKS2: EN W C1, UKS2: EN W C1a, UKS2: EN W C1b.

Lesson 5:
LO: To understand the thoughts and feelings of the main character.
UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2e, UKS2: EN RC2f, LKS2: EN W C1b, UKS2: EN W C3a LKS2: EN W C6, UKS2: EN W C4, UKS2: EN W C3b, UKS2: EN W C2, UKS2: EN W C2a, UKS2: EN W C1c,

RC2c, UKS2: EN RC2e, UKS2: EN RC3, EN SL 11, UKS2: EN W VGP2a, UKS2: EN W VGP2c.

Lesson 4:
LO: To explore the magical setting of the Hotel Deucalion.
EN SL 2, EN SL 9, UKS2: EN RC1c, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC3, EN SL 11.

Lesson 5:
LO: To understand what to include in an advert and how to persuade the reader.
UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN RC4, UKS2: EN W C1a, UKS2: EN W C2a.

Lesson 3:
LO: To draft and edit to improve effect on the reader.

Lesson 4:
LO: To understand how to present an advert effectively.

Lesson 5:
LO: To understand the key events from the story in order to summarise.

Lesson 5:
LO: To explore our understanding of fear.

Lesson 5:
LO: To edit our story to improve the effect on the reader.
To polish, publish and celebrate our writing.
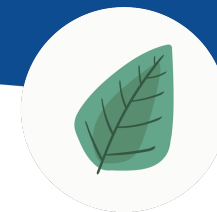
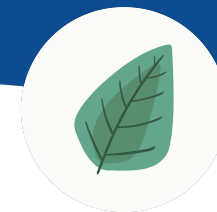|						
SPAG	LKS2: EN W C3, LKS2: EN W VGP1c.					
	Parenthesis Using brackets for parenthesis. **Y5:G5.9**	**Parenthesis** Using commas for parenthesis. **Y5:G5.9**	**Parenthesis** Using dashes for parenthesis. **Y5:G5.9**	**Expanded Noun Phrases** Using expanded noun phrases to convey complicated information concisely. **Y5:G3.2**	**Expanded Noun Phrases** Using expanded noun phrases to convey complicated information concisely. **Y5:G3.2**	**Assessment and Revision**
Maths	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes **Y5:MD9** Solve problems involving + - X ÷, and a combination of these, including understanding the meaning of the equals sign **Y5:MD10**	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Y5:MD11** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers **Y5:MD1**	Compare and order fractions whose denominators are all multiples of the same number **Y5:FDP1** Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths **Y5:FDP2**	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements **Y5:FDP3**	Add and subtract fractions with the same denominator and denominators that are multiples of the same number **Y5:FDP4**	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams **Y5:FDP5**
Science	Science: Properties & changes of Materials. **Lesson 1: Properties of Materials** **L.O.** To compare materials according to their properties.	Science: Properties & changes of Materials. **Lesson 2: Keeping Cool** **L.O.** To investigate thermal conductors and insulators. **Y5:Sc: PCM4, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5**	Science: Properties & changes of Materials. **Lesson 3: Brighter Bulbs** **L.O.** To investigate which electrical conductors make a bulb shine brightest. **Y5:Sc: PCM4, Y5-6:Sc:WS1, Y5-6:Sc:WS2,**	Science: Properties & changes of Materials. **Lesson 4: Disappearing or Dissolving?** **L.O.** To investigate materials which will dissolve.	Science: Properties & changes of Materials. **Lesson 5: Separating Mixtures** **L.O.** To use different processes to separate mixtures of materials.	Science: Properties & changes of Materials. **Lesson 6: Irreversible Changes** **L.O.** To identify and explain irreversible chemical changes.

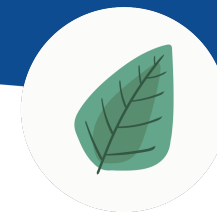|	Y5:Sc:PCM1, Y5:Sc: PCM4, Y5-6:Sc:WS2		Y5-6:Sc:WS3, Y5-6:Sc:WS5	Y5:Sc:PCM2, Y5:Sc: PCM5, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3	Y5:Sc:PCM2, Y5:Sc: PCM3, Y5:Sc: PCM5	Y5:Sc: PCM6
	Big Idea (Aspect): Materials (Identification and Classification) **Investigation** (Questioning, Measurement)	**Big Idea (Aspect): Materials** (Identification and Classification, Identification and Classification) **Processes** (Modelling) **Investigation** (Investigation, Questioning, Measurement, Observations, Report & conclude, Gather & record data) **Creativity** (Report & conclude, Gather & record data)	**Big Idea (Aspect): Materials** (Identification and Classification) **Processes** (Modelling, Forces) **Comparison** (Phenomena) **Investigation** (Investigation, Questioning, Measurement, Observations, Report & conclude, Gather & record data) **Creativity** (Report & conclude, Gather & record data)	**Big Idea (Aspect): Materials** (Identification and Classification) **Humankind** (Staying safe) **Investigation** (Investigation, Questioning, Measurement, Observations, Gather & record data) **Creativity** (Gather & record data)	**Big Idea (Aspect): Materials** (Identification and Classification, Properties and Uses) **Humankind** (Staying safe) **Investigation** (Questioning, Observations)	**Big Idea (Aspect): Materials** (Identification and Classification, Properties and Uses) **Humankind** (Staying safe) **Investigation** (Questioning, Observations)
History	History: What did Greeks ever do for us? **Lesson 1: Who were the Greeks and when did they live?** **L.O.** To understand where and when the ancient Greeks lived. **KS2: Hi 8** **Big Idea (Aspect): Change (chronology)**	History: What did Greeks ever do for us? **Lesson 2: What did the Greeks believe?** **L.O.** To understand the importance of the Greek gods. **KS2: Hi 8** **Big Idea (Aspect): Humankind (civilisations)**	History: What did Greeks ever do for us? **Lesson 3: How was Ancient Greece governed?** **L.O.** To identify similarities and differences between Athens and Sparta. **KS2: Hi 8** **Big Idea (Aspect):**	History: What did Greeks ever do for us? **Lesson 4: Did the Ancient Greeks give us democracy?** **L.O.** To understand how the Athenian democracy worked? **KS2: Hi 8** **Big Idea (Aspect):**	History: What did Greeks ever do for us? **Lesson 5: How do Greek philosophers influence us today?** **L.O.** To understand the importance of the Ancient Greek philosophers. **KS2: Hi 8** **Big Idea (Aspect):**	History: What did Greeks ever do for us? **Lesson 6: What did the Greeks do for us?** **L.O.** To identify and explain the achievements of the Ancient Greeks. **KS2: Hi 8** **Big Idea (Aspect):**

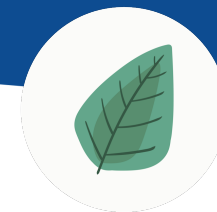|		Investigation (investigate and interpret evidence)	Significance (significant people) Comparison (compare and contrast) Humankind (hierarchy and power) Creativity (report and conclude) Investigation (investigate and interpret evidence)	Comparison (compare and contrast) Humankind (hierarchy and power) Creativity (communication) Investigation (investigate and interpret evidence)	Significance (significant people) Humankind (civilisations)	Significance (significant people and events) Humankind (hierarchy and power, civilisations) Creativity (report and conclude)
Art	Art: Painting and mixed media – Portraits. **Lesson 1:** Poem portrait **LO:** To explore how a drawing can be developed **KS2:AD1 KS2:AD2** **Big ideas (Aspect):** Materials (Paint) Materials (Pencil, ink, charcoal and pen) Humankind (Human Form) Creativity (Creation) Creativity (Evaluation)	Art: Painting and mixed media – Portraits. **Lesson 2:** Developing drawings **LO:** To combine materials for effect **KS2:AD1 KS2:AD2** **Big ideas (Aspect):** Materials (Pencil, ink, charcoal and pen) Materials (Print) Humankind (Human Form) Creativity (Creation) Creativity (Evaluation)	Art: Painting and mixed media – Portraits. **Lesson 3:** Self-portraits **LO:** To identify the features of self-portraits **KS2:AD1 KS2:AD3** **Big ideas (Aspect):** Significance (significant people, artwork and movements) Humankind (Human Form) Comparison (Compare & Contrast)	Art: Painting and mixed media – Portraits. **Lesson 4:** Changing faces **LO:** To develop ideas towards an outcome by experimenting with materials and techniques **KS2:AD1 KS2:AD2 KS2:AD3** **Big ideas (Aspect):** Significance (significant people, artwork and movements) Humankind (Human Form) Materials (Pencil, ink, charcoal and pen)	Art: Painting and mixed media – Portraits. **Lesson 5:** Mixed-media portraits **LO:** To apply knowledge and skills to create a mixed-media self-portrait. **KS2:AD2** **Big ideas (Aspect):** Significance (significant people, artwork and movements) Humankind (Human Form)	

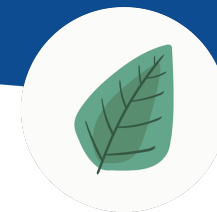| | | | | | Materials (Paint)
Creativity (Generation of ideas) | **Materials (Pencil, ink, charcoal and pen)**
Materials (Paint)
Materials (Fabric & Paper)
Materials (Print)
Creativity (Creation)
Creativity (Evaluation) | |
| **Music** | Music: Composition notation

Lesson 1: Here comes the Egyptians

LO: To sing with accuracy, fluency, control and expression.
KS2: MU1, MU2, MU3, MU4, MU5,

Big ideas (Aspect):
Creativity (Singing, Performance) | Music: Composition notation

Lesson 2: Hieroglyphic score

LO: To explore and use different forms of notation.
KS2: MU1, MU2, MU3, MU4, MU5,

Big ideas (Aspect):
Creativity (Composition, Pulse and rhythm, Notation) | Music: Composition notation

Lesson 3: Play like an Egyptian

LO: To understand note length.
KS2: MU1, MU2, MU3, MU4, MU5,

Big ideas (Aspect):
Creativity (Pulse and rhythm, Composition, Notation) | Music: Composition notation

Lesson 4: Pitch pyramids

LO: To read simple pitch notation.
KS2: MU1, MU2, MU3, MU4, MU5,

Big ideas (Aspect):
Creativity (Composition, Notation) | Music: Composition notation

Lesson 5: Egyptian farewell

LO: To use hieroglyphics and stave notation to write a piece of music.
KS2: MU1, MU2, MU3, MU4, MU5,

Big ideas (Aspect):
Creativity (Pulse and rhythm, Composition) | |
| **PE** | **Rugby**
Lesson 1: Cross the River

LO: To work together to tag the attackers. | **Rugby**
Lesson 2: Apply loop / miss passing in a game.

LO: To understand when to apply a miss pass in a game. | **Rugby**
Lesson 3: 4v5 defending with a referee

LO: To work as a team and adopt suitable positions to prevent an attack. | **Dance**

Lesson 1: Creating a ceremonial dance | **Dance**

Lesson 2: Creating battle sequences | **Dance**
Lesson 3: Moving as Greek Gods

LO: To create movements that represent their chosen Greek God. |

					LO: To create movements that form part of an opening ceremonial dance. Big Idea (Aspect): Processes (Dance)	LO: To create a movement sequence that represents Greek warriors in battle. Big Idea (Aspect): Processes (Dance)	
	Big Idea (Aspect): 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 (Dance)
PSHE	Dreams & Goals **Lesson 1: When I Grow Up (My Dream Lifestyle)** **LO:** To understand that I will need money to help me achieve some of my dreams **Big Idea (Aspect):** **Humankind (Setting goals)** **Materials (Consumers)**	Dreams & Goals **Lesson 2: Investigate Jobs and Careers** **LO:** To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs **Big Idea (Aspect):** **Place (Diversity)** **Materials (Consumers)**	Dreams & Goals **Lesson 3: My Dream Job. Why I want it and the steps to get there** **LO:** To identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it **Big Idea (Aspect):** **Humankind (Setting goals)** **Place (Diversity)**	Dreams & Goals **Lesson 4: Dreams and Goals of Young People in Other Cultures** **LO:** To describe the dreams and goals of young people in a culture different to mine **Big Idea (Aspect):** **Place (Place in the world)** **Comparison (Compare and contrast)**	Dreams & Goals **Lesson 5: How Can We Support Each Other?** **LO:** To understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other **Big Idea (Aspect):** **Place (Diversity)** **Place (Place in the world)** **Comparison (Compare and contrast)** **Nature (Rights of others)**	Dreams & Goals **Lesson 6: Rallying Support** **LO:** To encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship **Big Idea (Aspect):** **Place (Place in the world)** **Creativity (Speaking, Listening, sharing)**

Medium Term Plan - Year 5 – Term 3

Computing	Programming A – Selection in physical computing. **Lesson 1:** **LO:** To control a simple circuit connected to a computer. **KS2: CO 1, 2, 3, 6** **Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Processes** (Physical Interaction) **Materials** (Hardware)	Programming A – Selection in physical computing. **Lesson 2:** **LO:** To write a program that includes count-controlled loops. **KS2: CO 1, 2, 3, 6** **Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Processes** (Physical Interaction) **Materials** (Hardware)	Programming A – Selection in physical computing. **Lesson 3:** **LO:** To explain that a loop can stop when a condition is met. **KS2: CO 1, 2, 3, 6** **Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Processes** (Physical Interaction) **Materials** (Hardware)	Programming A – Selection in physical computing. **Lesson 4:** **LO:** To explain that a loop can be used to repeatedly check whether a condition has been met. **KS2: CO 1, 2, 3, 6** **Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Processes** (Physical Interaction) **Materials** (Hardware)	Programming A – Selection in physical computing. **Lesson 5:** **LO:** To design a physical project that includes selection. **KS2: CO 1, 2, 3, 6** **Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Processes** (Physical Interaction) **Materials** (Hardware)	Programming A – Selection in physical computing. **Lesson 6:** **LO:** To create a program that controls a physical computing project. **KS2: CO 1, 2, 3, 6** **Big Idea (Aspect):** **Investigation** (Data and Computational Thinking) **Processes** (Physical Interaction) **Materials** (Hardware)
RE	Kingdom of God – What kind of King is Jesus? **Lesson 1:** **LO:** What is the Kingdom of God? **Y5: Kingdom of God Lesson 1**	Kingdom of God – What kind of King is Jesus? **Lesson 2:** **LO:** What would Jesus' Kingdom be like? **Y5: Kingdom of God Lesson 2**	Kingdom of God – What kind of King is Jesus? **Lesson 3:** **LO:** How do Christians put their belief in Jesus into practice? **Y5: Kingdom of God Lesson 3**	Kingdom of God – What kind of King is Jesus? **Lesson 4:** **LO:** How do Jesus' teaching relate to today's world? **Y5: Kingdom of God Lesson 4**	Kingdom of God – What kind of King is Jesus? **Lesson 5:** **LO:** How do Christians interpret the teachings of Jesus? **Y5: Kingdom of God Lesson 5**	Kingdom of God – What kind of King is Jesus? **Lesson 6:** **LO:** How is the Kingdom of God relevant to today's world? **Y5: Kingdom of God Lesson 6**