



Medium Term Plan - Year 5 – Term 6

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 Rocket / All Summer in a Day by Ray Bradbury						
English	<p>Internal monologue as Bodoni – to understand character.</p> <p>Write in the style of the text – to entertain, create character.</p> <p>Lesson 1: LO: To develop reading comprehension through inference and retrieval skills. UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC8.</p> <p>Lesson 2: LO: To develop reading comprehension through inference and retrieval skills.</p>	<p>Internal monologue as Bodoni – to understand character.</p> <p>Write in the style of the text – to entertain, create character.</p> <p>Free-write narrative using language from the text – to develop writing</p> <p>Lesson 1: LO: To draw on reading to develop writing. EN SL 3, EN SL 7, UKS2: EN RC2d UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC3.</p>	<p>Write a soliloquy as a character – to investigate character</p> <p>Free-write as characters – to explore figurative language, evaluate themes</p> <p>Lesson 1: LO: To write in the style of the text and evaluate and edit – drawing on reading as a model for writing. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c UKS2: EN W C3d, UKS2: EN W C4.</p>	<p>Write in the style of the text – to entertain, create character.</p> <p>Lesson 1: LO: To explore the relationship between characters in a narrative. UKS2: EN RC1f UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN RC7, UKS2: EN RC8, EN SL 9, EN SL 10, EN SL 12.</p> <p>Lesson 2: LO: To explore the writer's intentions in portraying character. EN SL 7, EN SL 8, EN SL 9, UKS2: EN RC2f, UKS2: EN RC3, UKS2: EN W C1c.</p>	<p>Evaluate and redraft a piece of writing – to improve writing.</p> <p>Lesson 1: LO: To write in the style of the text. UKS2: EN W C2a, UKS2: EN W C2d, UKS2: EN W C4.</p> <p>Lesson 2: LO: To evaluate and redraft a piece of writing. UKS2: EN W C3a, UKS2: EN W C3a, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5.</p>	<p>Write a story in the style of Bradbury – to entertain.</p> <p>Lesson 1: LO: Writing a story in the style of Ray Bradbury. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W VGP1a, UKS2: EN W VGP1c, UKS2: EN W VGP1d UKS2: EN W VGP1e, UKS2: EN W VGP1f, UKS2: EN W VGP2a, UKS2: EN W VGP2c.</p>



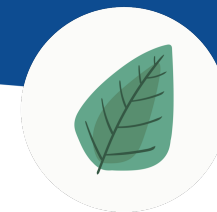
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	<p>UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d, UKS2: EN RC2e, UKS2: EN RC2f, UKS2: EN RC8.</p> <p>Lesson 3: LO: To write in character to develop an understanding of character. UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C3a, UKS2: EN W C3b.</p> <p>Lesson 4: LO: To act in character to develop an understanding of character. EN SL 8, EN SL 9, EN SL 10, EN SL 11, EN SL 12, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d.</p>	<p>Lesson 2: LO: To draw on reading to develop writing. UKS2: EN W C1a UKS2: EN W C1b, UKS2: EN W C1c, UKS2: EN W C2a UKS2: EN W C3a, UKS2: EN W C3b.</p> <p>Lesson 3: LO: To explore the writer's intention in portraying character. UKS2: EN RC1e, UKS2: EN RC1f UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c, UKS2: EN RC2d.</p> <p>Lesson 4: LO: To explore the writer's intention in portraying character. UKS2: EN RC1e, UKS2: EN RC1f, UKS2: EN RC2a UKS2: EN RC2b UKS2: EN RC2c UKS2: EN RC2d.</p>	<p>Lesson 2: LO: To evaluate how an author portrays a theme. UKS2: EN RC1e, UKS2: EN RC1f, UKS2: EN RC2a, UKS2: EN RC2b, UKS2: EN RC2c.</p> <p>Lesson 3: LO: To understand the impact of figurative language on the reader. EN SL 9, EN SL 12, UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN RC2f, UKS2: EN RC3.</p> <p>Lesson 4: LO: To understand the impact of figurative language on the reader. UKS2: EN W C2a UKS2: EN W C1c, UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W VGP1d.</p>	<p>Lesson 3: LO: To write in the style of the text. UKS2: EN W C2a, UKS2: EN W C2d, UKS2: EN W C4.</p> <p>Lesson 4: LO: To develop reading comprehension through inference and retrieval skills. UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN RC2f UKS2: EN RC8.</p> <p>Lesson 5: LO: To evaluate the themes of bullying and blame. EN SL 4, EN SL 5, EN SL 6, EN SL 7, EN SL 8, EN SL 9, EN SL 10, EN SL 11.</p>	<p>Lesson 3: LO: To reflect on and evaluate the stories. EN SL 4, EN SL 6, EN SL 9, EN SL 11, UKS2: EN RC2c, UKS2: EN RC2e, UKS2: EN RC6 UKS2: EN RC7, UKS2: EN RC8.</p> <p>Lesson 4: LO: To plan the main events of a story. UKS2: EN RC2c, UKS2: EN W C1a, UKS2: EN W C1b, UKS2: EN W C1c.</p> <p>Lesson 5: LO: To develop characters. UKS2: EN W C1b, UKS2: EN W C1c.</p>	<p>Lesson 2: LO: To add detail through redrafting, focussing on the use of the five senses. UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C4, UKS2: EN W C5.</p> <p>Lesson 3: LO: To add detail by making changes at a sentence level. UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4, UKS2: EN W C5.</p> <p>Lesson 4: LO: To write dialogue to move the action forward and to portray character. UKS2: EN W C2a, UKS2: EN W C1c, UKS2: EN W C2c, UKS2: EN W C2d, UKS2: EN W C2e, UKS2: EN W VGP1a, UKS2: EN</p>
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	Lesson 5: LO: To develop a story/characterisation through dialogue and actions. UKS2: EN W C1a, UKS2: EN W C1b UKS2: EN W C1c, UKS2: EN W C2a, UKS2: EN W C3a, UKS2: EN W C3b.	Lesson 5: LO: To write in the style of the text, drawing on reading as a model for writing. UKS2: EN W C2a, UKS2: EN W C1c.	Lesson 5: LO: To understand the author's intention in portraying character. UKS2: EN RC2a, UKS2: EN RC2c, UKS2: EN RC2f UKS2: EN RC3.			W VGP1c, UKS2: EN W VGP1d, UKS2: EN W VGP1e, UKS2: EN W VGP2a, UKS2: EN W VGP2c. Lesson 5: LO: To copyedit and publish a final piece of work. UKS2: EN W C3a, UKS2: EN W C3b, UKS2: EN W C3c, UKS2: EN W C3d, UKS2: EN W C4.
SPAG	Cohesion Link idea across paragraphs using adverbials for time, place and number. Y5:G1.5	Prefixes Verb prefixes: -dis, -de, -mis, -over, and -re. Y5:G6.2	Suffixes Converting nouns and adjectives into verbs using suffixes: -ate, -ise, -ify. Y5:G6.3	Consolidation of Year 5 grammar, vocabulary and punctuation.	Consolidation of Year 5 grammar, vocabulary and punctuation.	Consolidation of Year 5 grammar, vocabulary and punctuation.
Maths	Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Y5:M5	Solve problems involving converting between units of time Y5:M6	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Y5:M7	Teaching of any objectives not yet approached. Maths Investigations Problem Solving Consolidation through Active Maths	Teaching of any objectives not yet approached. Maths Investigations Problem Solving Consolidation through Active Maths	Teaching of any objectives not yet approached. Maths Investigations Problem Solving Consolidation through Active Maths



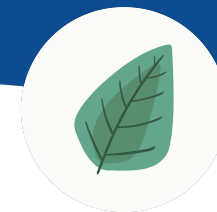
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Science	Science: Scientists and inventors	Science: Scientists and inventors	Science: Scientists and inventors	Science: Scientists and inventors	Science: Scientists and inventors	Science: Scientists and inventors
	Lesson 1: David Attenborough	Lesson 2: CSI	Lesson 3: Mission to the Moon	Lesson 4: The Solar System	Lesson 5: Eva Crane	Lesson 7: Leonardo Da Vinci
	L.O. To describe the life and work of David Attenborough. (NON-STATUTARY NC)	L.O. To describe how evidence is used to solve crimes and use chromatography to separate mixtures.	L.O. To describe Margaret Hamilton's life and work. (NON-STATUTARY NC)	L.O. To explore the sizes, surfaces and orbits of planets in our solar system.	L.O. To describe Eva Crane and her work with bees.	L.O. To carry out an inquiry to answer a question and use my results to make new predictions.
	Y5:Sc: PCM3, Y5-6:Sc:WS6	Y5:Sc: PCM3, Y5-6:Sc:WS6		Y5:Sc:ES1	Y5:Sc: LT1	Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS4
	Big Idea (Aspect): Significance (Significant People) Place (Habitats)	Big Idea (Aspect): Materials (Properties and Uses, Identification and Classification) Significance (Significant Events)	Big Idea (Aspect): Significance (Significant Events, Significant People)	Big Idea (Aspect): Significance (Significant People) Processes (Earth, Phenomena)	Big Idea (Aspect): Nature (Identification & classification, Identification & classification) Significance (Significant People)	Big Idea (Aspect): Investigation (Investigation, Measurement, Report & conclude) Creativity (Report & conclude) Significance (Significant People)
					Lesson 6: Stephanie Kwolek	
					L.O. To describe Stephanie Kwolek and her work with materials and choose materials for jobs based on their properties.	



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					Y5:Sc:PCM1, Y5-6:Sc:WS5, Big Idea (Aspect): Materials (Identification and Classification) Creativity (Report & conclude) Investigation (Report & conclude) Significance (Significant People)	Lesson 8: Stonehenge L.O. To identify evidence that supports or refutes scientific theories about Stonehenge. Y5-6:Sc:WS6 Big Idea (Aspect): Processes (Changes)
Geog.	Geography: Why do oceans matter? Lesson 1: How do we use our oceans? LO: To explain the importance of our oceans KS2: Ge: LK1, HP1 and 2, SF1	Geography: Why do oceans matter? Lesson 2: What is the Great Barrier Reef? LO: To locate and describe the significance of the Great Barrier Reef. KS2: Ge: LK1, HP1, SF1	Geography: Why do oceans matter? Lesson 3: Why are our oceans suffering? LO: To explain the impact humans have on coral reefs and oceans KS2: Ge: HP1 and 2, SF1	Geography: Why do oceans matter? Lesson 4: What can we do to help our oceans? LO: To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. KS2: Ge: HP1 and 2, SF3	Geography: Why do oceans matter? Lesson 5: How littered is our marine environment? Data collection LO: To collect data on the types of litter polluting a marine environment. KS2: Ge: LK2, SF1 and 3	Geography: Why do oceans matter? Lesson 6: How littered is our marine environment? Findings LO: To present, analyse and evaluate data collected. KS2: Ge: LK2, SF1 and 3



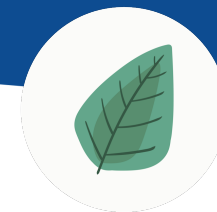
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	Big Idea (Aspect): Place (maps)	Big Idea (Aspect): Place (maps, location, position) Nature (physical features) Significance (significant places) Humankind (human features) Change (geographical change)	Big Idea (Aspect): Nature (environment sustainability) Investigation (data analysis) Significance (significant places) Change (geographical change)	Big Idea (Aspect): Nature (environment sustainability) Investigation (data analysis, fieldwork) Change (geographical change)	Big Idea (Aspect): Nature (environment) Investigation (data analysis and fieldwork)	Big Idea (Aspect): Place (maps) Nature (environment sustainability) Investigation (data analysis, fieldwork)
DT	DT: Textiles: Stuffed Toys Lesson 1: Designing a stuffed toy LO: To identify a stuffed toy. KS2:DT D 2 Big Idea (Aspect): Creativity (Generation of ideas) Materials (Cutting and joining textiles)	DT: Textiles: Stuffed Toys Lesson 2: Blanket stitch LO: To sew blanket stitch KS2:DT M 1 Big Idea (Aspect): Materials (Cutting and joining textiles) Investigation (Investigation)	DT: Textiles: Stuffed Toys Lesson 3: Details and appendages LO: To create and add decorations to fabric KS2:DT TK 1 Big Idea (Aspect): Materials (Cutting and joining textiles)	DT: Textiles: Stuffed Toys Lesson 4: Stuffed toy assembly LO: To use a blanket stitch to assemble the components of a stuffed toy. KS2:DT TK 1 KS2:DT E 2 Big Idea (Aspect): Materials (Cutting and joining textiles)		



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	Investigation (Investigation)		Materials (Decorating and embellishing textiles) Investigation (Investigation)	Materials (Decorating and embellishing textiles) Investigation (Investigation) Investigation (Evaluation)		
MFL	<p>MFL (French): Shopping in France</p> <p>Lesson 1: French money, numbers and prices</p> <p>LO: To build numbers and prices confidently.</p> <p>UKS2:MFL7, UKS2:MFL12</p>	<p>MFL (French): Shopping in France</p> <p>Lesson 2: Fruit market</p> <p>LO: To name different food in French and notice patterns in sounds.</p> <p>UKS2:MFL5, UKS2:MFL7, UKS2:MFL12</p>	<p>MFL (French): Shopping in France</p> <p>Lesson 3: Monsieur Mangetout's French food week</p> <p>LO: To be able to join in with and perform a short repetitive story using voice and actions to communicate to an audience.</p> <p>UKS2:MFL1, UKS2:MFL4, UKS2:MFL6</p>	<p>MFL (French): Shopping in France</p> <p>Lesson 4: Shopping in French – how much?</p> <p>LO: To be able to use vocabulary to describe a quantity of different food nouns.</p> <p>UKS2:MFL9, UKS2:MFL10, UKS2:MFL3</p>	<p>MFL (French): Shopping in France</p> <p>Lesson 5: French detectives in the kitchen</p> <p>LO: To be able to explore and understand an authentic French text.</p> <p>UKS2:MFL7</p>	



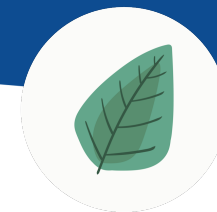
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PE	Athletics Lesson 1: Sprinting LO: To understand the consequences of not applying the correct technique when sprinting. KS2:PE1 KS2:PE3 KS2:PE6 Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)	Athletics Lesson 2: Introducing the hurdles. LO: To apply the correct technique when running over the hurdles. KS2:PE1 KS2:PE3 KS2:PE6 Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)	Athletics Lesson 3: Throwing for distance competition: Shot Put LO: To understand why we need to throw overarm with power and accuracy KS2:PE1 KS2:PE3 KS2:PE6 Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)	Sports Week including Sports Day	Outdoor Adventurous Activities Lesson 1: Orienteering - Point and Return LO: To orientate a map, locate points on the map, then travel to them and record what they find. KS2:PE5 Big Idea (Aspect): Nature (Outdoor Adventurous Activities)	Outdoor Adventurous Activities Lesson 2: Orienteering - Orienteering Competition LO: To orientate a map, locate points on the map, then travel to them in a set order in an allotted time. KS2:PE5 Big Idea (Aspect): Nature (Outdoor Adventurous Activities)
PSHE	Changing Me Lesson 1: Self and Body Image LO: To be aware of my own self-image and how my body image fits into that	Changing Me Lesson 2: Puberty for Girls LO: To explain how a girl's body changes during puberty and understand the importance of looking	Changing Me Lesson 3: Puberty for boys LO: To describe how boys' and girls' bodies change during puberty	Changing Me Lesson 4: Conception LO: To understand that sexual intercourse can lead to conception and that is how babies are usually made	Changing Me Lesson 5: Looking Ahead 1 LO: To identify what I am looking forward to about becoming a teenager and understand this brings growing	Changing Me Lesson 6: Looking Ahead 2 LO: To identify what I am looking forward to when I move to my next class.



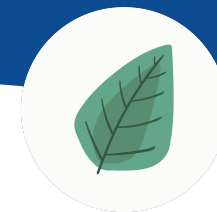
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	Big Idea (Aspect): Significance (Relationships) Comparison (Compare and Contrast)	after yourself physically and emotionally Big Idea (Aspect):	Big Idea (Aspect):	Big Idea (Aspect): Significance (Significant people) Significance (Relationships) Change (Physical Development)	responsibilities (age of consent) Big Idea (Aspect): Significance (Relationships) Humankind (Setting Goals)	Big Idea (Aspect): Change (Life changes) Humankind (Setting Goals)
Computing	Programming B – Selection in quizzes. Lesson 1: LO: To explain how selection is used in computer programs KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Investigation (Data and Computational Thinking) Materials (Software)	Programming B – Selection in quizzes. Lesson 2: LO: To relate that a conditional statement connects a condition to an outcome KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Investigation (Data and Computational Thinking) Materials (Software)	Programming B – Selection in quizzes. Lesson 3: LO: To explain how selection directs the flow of a program KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Investigation (Data and Computational Thinking) Materials (Software)	Programming B – Selection in quizzes. Lesson 4: LO: To design a program which uses selection KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Investigation (Data and Computational Thinking) Materials (Software)	Programming B – Selection in quizzes. Lesson 5: LO: To create a program which uses selection KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Investigation (Data and Computational Thinking) Materials (Software)	Programming B – Selection in quizzes. Lesson 6: LO: To evaluate my program KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Investigation (Data and Computational Thinking) Materials (Software)



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RE	Expressing – is it better to express your beliefs in arts and architecture or in charity and generosity?	Expressing – is it better to express your beliefs in arts and architecture or in charity and generosity?	Expressing – is it better to express your beliefs in arts and architecture or in charity and generosity?	Expressing – is it better to express your beliefs in arts and architecture or in charity and generosity?	Expressing – is it better to express your beliefs in arts and architecture or in charity and generosity?	Expressing – is it better to express your beliefs in arts and architecture or in charity and generosity?
	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:	Lesson 6:
	LO: What makes a place special?	LO: How do Mosque buildings express Islamic beliefs and values?	LO: Muslim calligraphy, painting and poetry: what is inspiring?	LO: How do Christians use art in worship and in remembering Jesus?	LO: Can a Christian place of worship be a building for the ‘glory of God’?	LO: How and why do Muslim charities try to change the world?
	Y5: Expressing Lesson 1	Y5: Expressing Lesson 2	Y5: Expressing Lesson 3	Y5: Expressing Lesson 4	Y5: Expressing Lesson 5	Y5: Expressing Lesson 6