



**YEAR 5 AUTUMN TERM 2
MEDIUM TERM PLAN**

MATHEMATICS

Addition, Subtraction, Multiplication and Division

The children will:

Add and subtract whole numbers with more than 4 digits, including using formal written methods
 Add and subtract numbers mentally with increasingly larger numbers
 Identify multiples and factors
 Know and use the vocabulary of prime numbers
 Written multiplication including long multiplication
 Multiply and divide numbers mentally
 Written division including with remainders
 Multiply and divide whole numbers and decimals by 10, 100, 1000
 Recognise and use square and cube numbers

Basic Skills

The children will:

Complete basic skills that relate to all the above

MATHEMATICS – CONTINUOUS SKILLS

The children will:

Solve number & practical problems and use rounding to check answers
 Solve +/- multistep problems in contexts, deciding which operations to use and why
 Solve problems involving number up to 3 dec. places
 Solve problems involving x/\div including using knowledge of factors, multiples, squares & cubes
 Solve problems involving $+/-/x/\div$
 Solve problems involving x/\div , including scaling by simple fractions and problems involving simple rates
 Solve problems which require knowing % & decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ & those fractions with a denominator of a multiple of 10 or 25

SPELLING

Revision of Year 3 and Year 4
Endings cious or -tious

GRAMMAR AND PUNCTUATION

The children will:

using modal verbs or adverbs to indicate degrees of possibility
 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 using brackets, dashes or commas to indicate parenthesis

WIDER WRITING OPPORTUNITIES

Newspaper article reporting on another sea species
 Magazine article on this endangered species
 Diary in role using any main character
 A sea adventure story
 Character portrait of main characters
 Leaflet encouraging the protection of whales
 Persuasive speech to encourage the ban of commercial whaling
 Whales/Ocean themed poetry
 Balanced argument about commercial whaling
 Report on Whales or another sea species

The Whale by Ethan and Vita Murrow

Setting Description and Newspaper Report

Reading Skills

read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 read books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 asking questions to improve their understanding
 predict what might happen from details stated and implied
 summarising the main ideas drawn from more than one paragraph,
 identifying key details that support the main ideas
 identify how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing Skills

use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 use dictionaries to check the spelling and meaning of words and use a thesaurus
 identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 noting and developing initial ideas, drawing on reading and research where necessary
 considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 using a wide range of devices to build cohesion within and across paragraphs
 assessing the effectiveness of their own and others' writing
 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing

<p style="text-align: center;"><u>FOUNDATION</u> <u>SUBJECTS</u></p> <hr/> <p style="text-align: center;"><u>RE COME AND SEE</u></p> <p>Baptism/Confirmation – Belonging, Life Choices – Marriage, commitment and service</p> <p>Other Faith Week - Judaism</p> <p>Advent/Christmas – Loving, Hope - waiting in joyful hope for Jesus; the promised one</p>	<p style="text-align: center;"><u>HISTORY & GEOGRAPHY</u> <u>Trade and Distribution</u></p> <p>The children will: explain why countries need to import goods describe the climate and landscape of El Salvador list some issues facing people living in El Salvador explain the meaning of fair trade describe the fair trade process for some products describe an example of a global supply chain list some of the positive and negative effects of multinational companies on local trade identify similarities and differences between trading today and different periods in history</p>	<p style="text-align: center;"><u>DT</u> <u>Electrical Systems – Greeting Cards</u></p> <p>The children will: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Investigate and analyse a range of existing products Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>
<p style="text-align: center;"><u>SCIENCE</u> <u>Materials – Changing State</u></p> <p>The children will: Understand that some materials dissolve in a liquid to form a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demo that dissolving mixing and changes of state are reversible changes Explain that some changes form new materials and this change is not usually reversible, including changes with burning and action of acid on bicarbonate of soda</p> <p><u>Working Scientifically:</u> The children will: Plan different types of enquiry to answer questions Control variables where necessary Measure with increasing accuracy and precision using a range of equipment Record data and results of increasing complexity using scientific diagrams, labels, keys, tables and graphs Use test results to make predictions and set up further tests Report & present findings, including conclusions & explanations in results Identify scientific evidence used to support or refute ideas or arguments</p>	<p style="text-align: center;"><u>COMPUTING</u> <u>Coding Starter</u></p> <p>The children will: Combine start & click events to make a simple game Program an object to change direction; move another object; sequence of actions & make simple animation Use conditional ‘if’/‘if hit’ statements & variables to keep track of the score Use a loop to make space animation</p> <p style="text-align: center;"><u>PE</u></p> <p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed Choose actions, body shapes and balances Adapt their performance to the demands of a task Use basic set criteria to make simple judgements about performances and suggest ways they could be improved Be able to link and perform multiple sequential elements e.g. up to 8 Understand the need for warming up and working on body strength, tone and flexibility Lead small groups in warm-up activities</p>	<p style="text-align: center;"><u>MUSIC</u> <u>Blues</u></p> <p>The children will: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>