



Richardson Dees Primary School

Spring 2020 Medium Term Plan

Year 5

English

Talk 4 Writing

We will be exploring losing tales before writing our own versions.

- Writing for a specific audience or purpose
- Creating a realistic setting for a narrative using description and creating atmosphere
- Use techniques to engage the reader by developing characters e.g. show not tell emotions, description and adding details
- Writing in the appropriate tense
- Using techniques to organise and sequence my writing

We will also be exploring newspaper reports

- Writing for a specific audience or purpose
- Writing in the appropriate tense
- Using techniques to organise and sequence my writing

Grammar

We will be focussing on:

- Adding suffixes to words to create new words
- Commas to clarify meaning
- Apostrophes and parenthesis
- Tense agreement
- Relative clauses
- Adverbial
- Subordinating conjunctions
- Modal Verbs
- Determiners
- Pronouns

Sentence techniques

We will be learning new techniques to make our writing more engaging such as:

	<ul style="list-style-type: none"> • Verb, person sentences • Emotion word (comma) sentences • In, ed sentences • Noun, which/who/where, sentences
Mathematics	<p><u>Multiplication & Division:</u></p> <ul style="list-style-type: none"> • Multiplying & dividing 4 digit numbers by 1 & 2 digit numbers • Multiply & divide whole numbers by 10, 100 and 1000 • Understand vocabulary relating to multiples, • factors, prime and composite numbers <p><u>Fractions:</u></p> <ul style="list-style-type: none"> • Use equivalent fractions • Compare and order fractions • Identify and covert mixed number and improper fractions • add and subtract fractions <p><u>Decimals and Percentages:</u></p> <ul style="list-style-type: none"> • Read and write fractions and decimals • Solve problems involving up to three decimal
Science	<p><u>Living things and their habitats</u></p> <p>Pupils will explore and raise questions about their local environment throughout the year. We will observe life-cycle changes in a variety of living things, for example, plants in a garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <p><u>Animals Including Humans</u></p> <p>Pupils will learn about the growth and development of humans draw a timeline to indicate the different stages. They will also learn about the changes experienced in puberty.</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age
Computing	<p><u>Learn To Code</u></p> <p>We will be learning about coding, looking at algorithms and programs</p> <ul style="list-style-type: none"> • Use sequence, selection and repetition in programs: working with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Geography	<p><u>World War 2</u></p> <p>We will be studying World War 2 and looking at where the events unfolded across Europe and in our local area.</p> <ul style="list-style-type: none"> • Locate countries and major cities on a map using an atlas. • Use compass points and grid references to describe where a place is in the UK and the wider world

History	<p><u>World War 2</u> We are studying the events of the Battle of Britain and the effects</p> <ul style="list-style-type: none"> • Draw a timeline with different periods showing different information • Make comparisons between historical periods; explaining things that have changed and things that have stayed the same • Say how an aspect of British history has changed over the years • Use a range of evidence from different sources to help describe a key event from Britain' past that has been represented or interpreted differently.
Design & Technology	<p><u>Mechanical Systems</u></p> <ul style="list-style-type: none"> • Use own research into existing products and market research to inform the design of an innovative product • Create prototypes to showcase • Make careful and precise measurements • Produce set by step plans to guide the making of the product, demonstrating that the pupil has knowledge of different materials, tools and techniques
Art & Design	<p><u>Collage</u> Add collage to a painted or drawn background using a range of media, different techniques, colours and textures.</p> <ul style="list-style-type: none"> • Create a collage using overlapping and layering. • Learn about great artists, architects and designers in history. • Record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, in sculpture using collage. <p><u>Painting</u></p> <ul style="list-style-type: none"> • Mix colours to express mood, divide foreground from background or demonstrate tones.
MFL	<p><u>French</u> Understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.</p> <ul style="list-style-type: none"> • Learning about schools in France and understanding differences. • Places in school • Writing about your school. • Recall places in town and directions. • Explain differences between two towns. • Design a tourist guide and write about your town.

	<ul style="list-style-type: none"> • Research a town in a French speaking country.
Music	<p><u>Music</u></p> <p>We will be learning the song “Make You Feel My Love”. We will be learning to sing this, listening and appraising and comparing this song to other versions and songs of a similar genre.</p> <ul style="list-style-type: none"> • Listening • Song appraisal • Finding the pulse and rhythm techniques • Sing the song • Play notes along with the song
RE	<p><u>Islam</u></p> <ul style="list-style-type: none"> • Understand that there are five duties that are at the heart of the Muslim way of life, and that these are known as ‘pillars’ of the faith; think about their own core beliefs, how they are reflected in their actions and how they give order and coherence to their lives. • Understand that a central part of Muslim life are the five daily prayers, and that there is an important cleansing ritual, wudu, that they must perform before beginning their prayers; think about the importance of having quiet times during the day when they can reflect. • Explain what the types of worship are in the Muslim faith and compare them with other religions taught. <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • Hear about the main beliefs shared by Hindus and explore some of them in some depth; they will consider their own reactions to some of these beliefs. • Understand that puja, either in the home or in the mandir, is an expression of a Hindu’s desire to be close to the divine; think about what they do to concentrate on what is meaningful in their life. • Understand the consequences of the Hindu value of ahimsa; consider what they think regarding how humans should treat the planet and each other. • Begin to understand the concepts of karma and moksha; reflect on their own philosophy of life.
PSHCE	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • Dream lifestyles • Investigating jobs and careers • The steps to achieving a dream job • Comparing our dreams and goals to those of young people in other cultures • Supporting each other to achieve • Rallying support

PE

Invasion Games - Tag Rugby

- Show a range of movement
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Move with control
- Change levels and speed whilst changing direction
- Use spaces in different ways
- Cooperate and work within a team

OAA:

- Team building
- Orienteering
- Team challenges

Trips

A visit to the Victorian Tunnel in the Ouseburn, Newcastle
A visit to Beamish to experience life as a child during World War 2