2020 Medium Term 4 Plan Year 5

**Trips/visitors: 1066 Battle Abbey**

**Creative Friday display:**

**Phonics/Spelling/vocab display:**

**Science display: Geography/History display:** ***To Battle!***

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| **Week** | **Special events** | **English****Focus text** – Varmints | **Maths**  | **Science**Earth and Space | **PE** | **PSHE / Empowerment approach**  | **French** |
| 1 |  | * Book talk
* Character description/ setting description

**Spelling focus**apostrophe for possession **Grammar focus** * Fronted adverbials/ adverbials for cohesion

  | **Fractions**Number sequencesCompare and order fractions less than 1Compare and order fractions greater than 1 | PSHE focus – healthy me* To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
* To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
* To know basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
* To how the media and celebrity culture promotes certain body types
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| 2 |  | * Newspaper article

**Spelling focus**Rare GPCs (*bruise, guarantee, immediately, vehicle, yacht*) **Grammar focus** * Direct and indirect reported speech
 | **Fractions**Add fractions within 1Add 3 or more fractions Add mixed numbers | To be able to describe the Sun, Earth and Moon as approximately spherical bodies. | **Tennis**To hit a serve  | Explore stress responses  | MoneyMatch words and phrases to pictures |
| 3 |  | * Free verse poem
* Diary entry

**Spelling focus**Words ending in ‘–ably’ and ‘–ibly’ **Grammar focus** * Figurative language
* Embedded clauses
 | **Fractions**Subtract fractions within 1Subtract 3 or more fractions Subtract mixed numbers  | To be able to use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. | **Tennis**To send a ball using a forehand.   | Explore stress responses – helping people in a stress response  | MoneyMatch short sentences to pictures |
| 4 |  | * Debating
* Balanced argument

**Spelling focus**Homophones **Grammar focus** * Range on conjunctions
* Range of sentence types
 | **Fractions**Multiply fractions by whole numbers  | To be able to describe the movement of the Moon relative to the Earth. | **Tennis**To send a ball using a backhand | Meet your body brain  | MoneyPractise asking and answering questions.. |
| 5 |  | * Letter writing

**Spelling focus**words from statutory and personal spelling lists **Grammar focus** * Formal language
* Embedded clauses
* Tense work
 | **Decimals** Decimals up to two decimal places Decimals as fractions Understanding thousandths Order and compare decimals  | To be able to plan a scientific enquiry to answer a question. | **Tennis**To send a ball with a volley.   | Meet your sensory brain  | MoneyMatch words and phrases to pictures |
| 6 | Trip to Battle Abbey  | * Narrative writing

**Spelling focus**Spellings taught in previous half term **Grammar focus** * Adverbials/ adverbs to add detail/accuracy
 | **Decimals** Understand percentages Percentages as fractions and decimals  | To be able to report a presentation of an explanation. | **Tennis**Mini games | Meet Your Memory Messages | MoneyIndependent application on purple mash |
| **Week** |  |  |  |  | **Curriculum links**  |
| **week 1**Music  | Explore artist: Modest Mussorgsky* Explore him as an artist / the impact he had on his era.
* Listen to “pictures at an exhibition - promenade” and “Bare on a Mountain”
* Chn to explore music/art linked to this – what is drawn as they listen – the different pitches/tones etc. and the impact on their picture.
* Chn then to create their own composition.

  | Pupils should be taught to:* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* develop an understanding of the history of music.
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| **week 2****Creative Friday** | Moon Buggies* Chn to design, make and evaluate a moon buggy using wood, axels etc.

(link to science space topic). | When designing and making, pupils should be taught to: Design, Make and Evaluate |
| **Week 3****History**  | History - The Battle of Hastings – Breaking Battle, news reports the points of view of the Normans and Anglo Saxons. Looking at the Bayeux Tapestry* What does it tell us about the lead up to the Battle and the way it was fought? Chn to recreate a part of the tapestry and explain the story it tells.
 | Pupils should be taught about: a local history study.* Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
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| **Week 4****DT** | D+T Medieval food – what was on the menu? Using medieval recipes, identify the food groups Taste test. Chn evaluate dishes from a Medieval menu, eg broth, ginger biscuits etc. Great Medieval Bake Off! Using recipes and ingredients, chn recreate Medieval dishes for feast.  | When designing and making, pupils should be taught to: Design, Make and Evaluate |
| **Week 5****Geography**  | * **Enquiry: How has our local area changed over time?**
* Looking at the land-use patterns in and around time of 1066. Chn to explore landscape from 1066 and how they have changed over time (topographical features.)
 | Human and physical geography* Types of settlement and land use

Locational knowledge* Explore land-use patterns; and understand how some of these aspects have changed over time
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| **Week 6** | **Friday 27th March 2020**Trip to Battle Abbey |