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 sequences  Compare and order fractions less than 1  Compare 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 | | | | | |
| 2 |  | * Newspaper article   **Spelling focus**  Rare GPCs (*bruise, guarantee, immediately, vehicle, yacht*)  **Grammar focus**   * Direct and indirect reported speech | **Fractions**  Add fractions within 1  Add 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 | Money  Match 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 1  Subtract 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 | Money  Match 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 | Money  Practise 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 | Money  Match 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 | Money  Independent 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. | | | |
| **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. | | | |
| **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 | | | |
| **Week 6** | **Friday 27th March 2020**  Trip to Battle Abbey | | | | | | | | |