

Long/ Medium term planning

Year 5

Term: Spring Term 1

Title: Reach for the Stars Text: The Usbourne Astronauts handbook. Film: Song: Trip: Planetarium (Visit to the school) ?							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total time
English Genre/ English Comprehension	<p><b>Biography – Cold Task</b></p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Retrieve, record and present information from non-fiction</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>4 Hours</p>	<p><b>Biography – Hot Task</b></p> <p>Plan his/her writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>4 Hours</p>	<p><b>Newspaper Writing</b></p> <p>Plan his/her writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>4 Hours</p>	<p><b>500 Word Story – Narrative writing</b></p> <p>Plan his/her writing of narratives  <i>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</i></p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>4 Hours</p>	<p><b>500 Word Story – Narrative writing</b></p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)  <i>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</i></p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing  <i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</i></p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>4 Hours</p>	<p><b>Space Poetry</b></p> <p>Plan his/her writing.  <i>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</i></p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own  <i>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</i></p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and</p>	

						<p>plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>4 hours</p>
English Grammar	<p>brackets</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>30 Mins</p>	<p>dashes</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>– 30 Mins</p>	<p>commas</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>30 Mins</p>	<p>Commas (ambiguity)</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>30 Mins</p>	<p>Paragraphs Cohesion</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>30 Mins</p>	<p>Paragraphs Cohesion</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>30 Mins</p>
<p>English Reading (DR/DSR)</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging</p>	<p>Predicting –</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</p>	<p>Clarifying –</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</p>	<p>Summarising</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p>	<p>Questioning</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</p>	<p>Making Connections</p>	<p>Summarising/ Evaluating Book Review</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p>

views courteously							
English Spelling	<p><b>Spelling pattern – words ending –cious</b></p> <p>Spell words ending which sound like ‘shush’ spelt –cious or –tious e.g. vicious, delicious, ambitious, cautious.</p>	<p><b>Spelling pattern – words ending –tious</b></p> <p>Spell words ending which sound like ‘shush’ spelt –cious or –tious e.g. vicious, delicious, ambitious, cautious.</p>	<p><b>Spelling Pattern – Words ending in ‘-able’ and ‘-ible.’</b></p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p>	<p><b>Spelling Pattern – ably and -ibly.</b></p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p>	<p><b>Challenge Words</b></p> <p>Spell some of the year 5 and 6 words correctly (English Appendix 1)</p>	<p><b>Spelling pattern - Words ending in ‘-able’.</b></p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p>	
Maths	<p><b>Formal written method for division</b></p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p>	<p><b>Multiples, factors and Prime</b></p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p>	<p><b>Square and cube numbers</b></p> <p>Recognise and use square numbers and the notation for squared (2)</p> <p>Recognise and use cube numbers and the notation for cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p>	<p><b>Area/ Perimeter/ Volume</b></p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</p>	<p><b>Area/ Perimeter/ Volume</b></p> <p>Estimate volume e.g. using 1 cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water</p>	<p><b>Roman Numerals</b></p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals – Done in term 1</p>	
Science	<p><b>Sun/ Earth and Moon roughly spherical</b></p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p><b>Size comparisons of Sun/ Earth and Moon</b></p> <p>Comparing the celestial bodies in our solar system.</p>	<p><b>Rotation of the Earth and Day and Night</b></p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><b>Movement of the planets</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the</p>	<p><b>Seasons</b></p> <p>Understand how different seasons occur due to the movement of the Earth around the Sun.</p>	<p><b>Phases of the Moon</b></p> <p>Understand the phases of the moon.</p> <p>Understand how the moon effects the tides.</p>	



Music			<p>Holst's planets – Learning about the composer</p> <p>Develop an increasing understanding of the history and context of music</p>		<p>Listen to one movement from the Planets</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Listen to one movement from the Planets</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	
PE	<p><b>Real PE – cognitive Churchill- Tennis 6-0 sports Nelson - Swimming</b></p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging.</p> <p><b>Fundamental Skills – Coordination: Ball skills Agility: Reaction/ Response</b></p> <p>GAMES – Tennis Throw, Endball, Round Robin Tournament</p>	<p><b>Real PE – cognitive Churchill- Tennis 6-0 sports Nelson - Swimming</b></p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p><b>Fundamental Skills – Coordination: Ball skills Agility: Reaction/ Response</b></p> <p>GAMES – Tennis Throw, Endball, Round Robin Tournament</p>	<p><b>Real PE – cognitive Churchill- Tennis 6-0 sports Nelson - Swimming</b></p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p><b>Fundamental Skills – Coordination: Ball skills Agility: Reaction/ Response</b></p> <p>GAMES – Tennis Throw, Endball, Round Robin Tournament</p>	<p><b>Real PE – cognitive Churchill- Tennis 6-0 sports Nelson - Swimming</b></p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p><b>Fundamental Skills – Coordination: Ball skills Agility: Reaction/ Response</b></p> <p>GAMES – Tennis Throw, Endball, Round Robin Tournament</p>	<p><b>Real PE – cognitive Churchill- Tennis 6-0 sports Nelson - Swimming</b></p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p><b>Fundamental Skills – Coordination: Ball skills Agility: Reaction/ Response</b></p> <p>GAMES – Tennis Throw, Endball, Round Robin Tournament</p>	<p><b>Real PE – cognitive Churchill- Tennis 6-0 sports Nelson - Swimming</b></p> <p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.</p> <p>Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities fun and challenging</p> <p><b>Fundamental Skills – Coordination: Ball skills Agility: Reaction/ Response</b></p> <p>GAMES – Tennis Throw, Endball, Round Robin Tournament</p>	

