

Long/ Medium term planning

Year 5

Term: Spring Term 4

Title: Highwayman Text: The Highwayman/ The Lady of Shallot Film: Song: Trip:								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total time	
English Genre/ English Comprehension	<p>Narrative Poetry</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>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p>	<p>Diary Writing</p> <p>Plan his/her writing. 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</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</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>Indicate degrees of possibility using adverbs e.g. perhaps, surely or</p>	<p>Play scripts</p> <p>Plan his/her writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) 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</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 Draft and write non-narrative material, using simple organisational devices</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p>	<p>Play scripts</p> <p>Plan his/her writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) 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</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 Draft and write non-narrative material, using simple organisational devices</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p>	<p>Comparison between text</p> <p>Plan his/her writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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 views courteously</p>	<p>Comparison between text</p> <p>Plan his/her writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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</p>		

	<p>and suggesting improvements</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>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</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>4 Hours</p>	<p>modal verbs e.g. might, should, will, must</p> <p>4 Hours</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and 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>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>4 Hours</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and 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>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>4 Hours</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>4 Hours</p>	<p>and challenging views courteously</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>4 hours</p>
English Grammar	<p>Verbs (de)</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p> <p>30 Mins</p>	<p>Verbs (dis)</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p> <p>30 Mins</p>	<p>Verbs (mis)</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p> <p>30 Mins</p>	<p>Verbs (over)</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p> <p>30 Mins</p>	<p>Verbs (re)</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>Homophones</p> <p>Your / You're Our / Are Wear/ Where Were/ We're</p> <p>30 Mins</p>
English Reading (DR/DSR)	<p>Predicting –</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>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>Summarising</p> <p>Draft and write by précis longer passages</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>Draft and write by précis longer passages</p> <p>Discuss and evaluate how authors use language, including figurative language,</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 views courteously		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				considering the impact on the reader 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
English Spelling	Silent Letters at start Spell some words with 'silent' letters e.g. knight, psalm, solemn	Silent letters Spell some words with 'silent' letters e.g. knight, psalm, solemn	Challenge Words Spell some of the year 5 and 6 words correctly (English Appendix 1)	Words spelled ie after c.	Words with 'ee' spelt 'ie' after c	Words containing 'ough' sound Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough
Maths	Fractions Recognise and write decimal equivalents of any number of tenths or hundredths Compare and order fractions whose denominators are all multiples of the same number Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to 1/4, 1/2, 3/4 Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Fractions Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Decimals Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with one decimal place to the nearest whole number Round decimals with two decimal places to the nearest whole number and to one decimal place Compare numbers with the same number of decimal places up to two decimal places Read, write, order and compare	Percentages Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	FDP Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25 Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/?	Time Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

	<p>Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$</p>		<p>numbers with up to three decimal places</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Solve problems involving number up to three decimal places</p>				
Science - Materials	<p>Irreversible changes – Burning</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>2 hours</p>	<p>Compare and group materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>2 hours</p>	<p>Plan an experiment related to materials and their properties</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in</p>	<p>Carry out an experiment related to materials and their properties</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in</p>	<p>Write up an experiment related to materials and their properties</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as</p>		

			results, in oral and written forms such as displays and other presentations (Year 5 focus) 3 hours	results, in oral and written forms such as displays and other presentations (Year 5 focus)	displays and other presentations (Year 5 focus)		
ICT	Internet Safety – Spam Understand the need to only select age appropriate content Begin to use internet services to share and transfer data to a third party Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Internet Safety – Sites to Cite Understand the need to only select age appropriate content Begin to use internet services to share and transfer data to a third party Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Internet Safety – Powerful passwords Understand the need to only select age appropriate content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Internet Safety – False Photography Understand the need to only select age appropriate content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Internet Safety – Online Safety story planning Understand the need to only select age appropriate content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Internet Safety – Online safety comics Understand the need to only select age appropriate content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	
History	Crime and Punishment – The Roman Legacy	Crime and Punishment – Anglo Saxon Laws and Justice	The Torturing Tudors	Highwayman Hero or Villain	Victorian Prison	Through the ages	
Geography		Comparing modern map to an old map of the same area – Identifying physical features To identify and describe how the physical features affect human activity within a location.					
Art	Line drawings in pencil using Highwayman book for stimuli Use line, tone and shading to represent things seen, remembered or		Line drawings in fine lines using Highwayman book for stimuli Use line, tone and shading to represent things seen, remembered or		Drawings in charcoal or chalk using Highwayman book for stimuli Use line, tone and shading to represent things seen, remembered or		

	<p>imagined in three dimensions</p> <p>Return to work over longer periods of time and use a wider range of materials</p>		<p>imagined in three dimensions</p> <p>Return to work over longer periods of time and use a wider range of materials</p>		<p>imagined in three dimensions</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</p> <p>Return to work over longer periods of time and use a wider range of materials</p> <p>Evaluate his/her work against their intended outcome</p>		
DT							
RE	Jewish Worship and Community	Jewish Worship and Community	Jewish Worship and Community	Jewish Worship and Community	Jewish Worship and Community	Jewish Worship and Community	
Music							
PE	<p>Real PE – Physical Nelson - 6-0 sports Nightingale - Swimming</p> <p>Effectively transfer skills and movement across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging and competitive situations.</p> <p>Combine skills confidently.</p>	<p>Real PE – Physical Nelson 6-0 sports Nightingale - Swimming</p> <p>Effectively transfer skills and movement across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging and competitive situations.</p> <p>Combine skills confidently.</p> <p>Perform a range of skills fluently and accurately.</p>	<p>Real PE – Physical Nelson- 6-0 sports Nightingale - Swimming</p> <p>Effectively transfer skills and movement across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging and competitive situations.</p> <p>Combine skills confidently.</p>	<p>Real PE – Physical Nelson- 6-0 sports Nightingale - Swimming</p> <p>Effectively transfer skills and movement across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging and competitive situations.</p> <p>Combine skills confidently.</p>	<p>Real PE – Physical Nelson - 6-0 sports Nightingale - Swimming</p> <p>Effectively transfer skills and movement across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging and competitive situations.</p> <p>Combine skills confidently.</p> <p>Perform a range of skills fluently and accurately.</p>	<p>Real PE – Physical Nelson 6-0 sports Nightingale - Swimming</p> <p>Effectively transfer skills and movement across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging and competitive situations.</p> <p>Combine skills confidently.</p>	

	<p>Perform a range of skills fluently and accurately.</p> <p>Perform a variety of movements and skills with good body tension.</p> <p>Link actions together so they flow in running, jogging and throwing activities.</p> <p>Fundamental Skills – Dynamic balanced to agility: jumping to landing static balance: One leg</p> <p>GAMES – Jumpball and Jump, Roll, Balance</p>	<p>Perform a variety of movements and skills with good body tension.</p> <p>Link actions together so they flow in running, jogging and throwing activities.</p> <p>Fundamental Skills – Dynamic balanced to agility: jumping to landing static balance: One leg</p> <p>GAMES – Jumpball and Jump, Roll, Balance</p>	<p>Perform a range of skills fluently and accurately.</p> <p>Perform a variety of movements and skills with good body tension.</p> <p>Link actions together so they flow in running, jogging and throwing activities.</p> <p>Fundamental Skills – Dynamic balanced to agility: jumping to landing static balance: One leg</p> <p>GAMES – Jumpball and Jump, Roll, Balance</p>	<p>Perform a range of skills fluently and accurately.</p> <p>Perform a variety of movements and skills with good body tension.</p> <p>Link actions together so they flow in running, jogging and throwing activities.</p> <p>Fundamental Skills – Dynamic balanced to agility: jumping to landing static balance: One leg</p> <p>GAMES – Jumpball and Jump, Roll, Balance</p>	<p>Perform a variety of movements and skills with good body tension.</p> <p>Link actions together so they flow in running, jogging and throwing activities.</p> <p>Fundamental Skills – Dynamic balanced to agility: jumping to landing static balance: One leg</p> <p>GAMES – Jumpball and Jump, Roll, Balance</p>	<p>Perform a range of skills fluently and accurately.</p> <p>Perform a variety of movements and skills with good body tension.</p> <p>Link actions together so they flow in running, jogging and throwing activities.</p> <p>Fundamental Skills – Dynamic balanced to agility: jumping to landing static balance: One leg</p> <p>GAMES – Jumpball and Jump, Roll, Balance</p>	
<p>PSHE</p> <p>(2 lessons related to boyfriends and Girlfriends to move to term 6 with SRE)</p>	<p>Jigsaw – Relationships</p> <p>I can tell you some basic rules about how to stay safe when using technology to communicate with my friends</p>	<p>Jigsaw – Relationships</p> <p>I can tell you some reasons why using technology to communicate could lead to harm for myself or others</p>	<p>Jigsaw – Relationships</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>Jigsaw – Relationships</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>Jigsaw – Relationships</p> <p>I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe</p> <p>I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures</p>		
MFL	French – Going Shopping	French – Going Shopping	French – Going Shopping	French – Going Shopping	French – Going Shopping	French – Going Shopping	
IDEAS							

