

# Woodlands Park Primary School Medium Term Planning Academic Year 2024-2025

## Year 5 Spring 2 Medium Term Plan

|  | Maths<br>Mastery- White<br>Rose Maths  | English  | Spelling<br>Read Write Inc | PSHCE<br>Jigsaw  | Science<br>Developing Experts  | Enrichment                         |
|--|--|--|----------------------------|--|--|------------------------------------|
| <b>Week 1</b><br>24 <sup>th</sup> February | <b>Multiplication and division</b><br>Multiply up to 4-digit numbers by a 1-digit number<br>Multiply up to 4-digit numbers by 2-digit numbers<br>Solve multiplication and division problems<br>Divide 4-digit numbers by 1-digit numbers with remainders | <b>The Lost Thing – Shaun Tan</b><br><br><b>Outcomes:</b><br>explore themes and make predictions, retell main events<br><br><b>Main Outcome:</b><br>Write own lost thing narrative           |                            | <b>Smoking</b><br>I know the health risks of smoking and can make an informed decision about it  | Use evaporation to recover the solute from a solution                      |                                    |
| <b>Week 2</b><br>3 <sup>rd</sup> March     |  |  | Short I spelt y            | <b>Alcohol</b><br>I know some of the risks with misusing alcohol, including anti-social behavior and can make an informed decision about it          | Recognise and describe reversible changes                                  | World Book Week                    |
| <b>Week 3</b><br>10 <sup>th</sup> March    |  | <b>Percy Jackson – Rick Riordan</b><br><br><b>Outcomes:</b><br>writing an ode, exploring character and setting development, writing an own version narrative chapter<br><b>Main Outcome:</b> | Caret sound spelled ou     | <b>Emergency Aid</b><br>I know and can put into practice basic emergency aid procedures and know how to keep myself calm in emergencies              | Observe chemical reactions and describe how we know new materials are made | Science week                       |
| <b>Week 4</b><br>17 <sup>th</sup> March    |  | <b>Fractions</b><br>add mixed numbers, subtract fractions, subtract mixed numbers, multiply a fraction by an integer, multiply a mixed   | K and ch spelt ch          | <b>Body Image</b><br>I understand how the media, social media and celebrity culture promotes certain body types and can reflect on my own body image | Investigate rusting reactions  | Crumble coding workshop (4 pupils) |

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|   | number by an integer, calculate fractions of amount, find the whole, use fractions as operations  | extended narrative in role as an invented demi-god  |                                     | and know how important it is that this is positive and I accept and respect myself for who I am   |  |  |
| <b>Week 5</b><br>24 <sup>th</sup> March |   |   | G spelling gue and k spelled que    | <b>My relationship with food</b><br>I can describe the different attitudes people have to food and how these can be affected by external influences and I respect and value my body | Investigate burning reactions  |  |
| <b>Week 6</b><br>31 <sup>st</sup> March | <b>Statistics</b><br>Draw, read and interpret line graphs, read and interpret tables, two-way tables, read and interpret timetables   | <b>The whale Outcomes:</b><br>Reported speech, speech and thought bubbles, description, recount in role, letter to a newspaper editor<br><b>Main outcome:</b><br>Film pitch | S sound spelled sc                  | <b>Healthy Me</b><br>I know what makes a healthy lifestyle including healthy eating and the choices I need to make and am motivated to keep myself healthy and happy.               | Investigate chemical reactions – acids and bicarbonate of soda   |  |
| <b>VOCAB</b>                            | Add, subtract, multiple, multiply, divide, equivalent, fraction, numerator, denominator, improper fraction, mixed number, remainder, product, operation, graph, table, plot, x axis, y axis | Expanded noun phrase, formality, relative clause, cohesion, conjunction, parenthesis, modal verb, adverb, synonyms, antonyms  | Suffix, prefix, homophone, homonym, | Self-respect, altered, media, comparison, pressure, emergency procedure, informed discussion, influence, debate, body image, recovery position                                      | Solute, solvent, reversible, evaporate, chemical change, effervescence, fair test, corrosion, combustion, extinguish, reaction, carbon dioxide |  |

|  | History / Geography<br>PlanBee   | PE<br>Real PE & Twinkl  | Computing<br>ilearn2   | Art / DT<br>PlanBee  | Music<br>Charanga  | RE<br>PlanBee  |
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| <b>Week 1</b><br>24 <sup>th</sup> February | To find out how mountains are formed and where the major mountain ranges in the world are. | <b>Dodgeball</b><br>Step 1: To throw a ball at a moving target.<br>Step 2: To increase the pace of a side shot.<br>Step 3: To play catching games.<br>Step 4: To move quickly with control.<br>Step 5: To participate in games fairly.<br>Step 6: To use peer evaluation to discuss strategies and tactics and apply these to your own game<br><br><b>Football</b><br>Step 1: To confidently pass accurately.<br>Step 2: To choose when to dribble, when to pass and when to shoot.<br>Step 3: To defend in a team.<br>Step 4: To compete in small sided games.<br>Step 5: To mark a player to stop them getting the ball.<br>Step 6: To decide on ways to defend in games. | Understand that computers use physical inputs and outputs and give examples.   | Sky Arts   | Listen and sing back, play and improvise. Listen and copy back using instrumental notes – DAG<br><br><b>Step 1:</b> Fresh Prince Of Bel-Air by Will Smith<br><b>Step 2:</b> Me, Myself And I by De La Soul<br><b>Step 3:</b> Ready Or Not by The Fugees<br><b>Step 4:</b> Rapper's Delight by The Sugarhill Gang<br><b>Step 5:</b> U Can't Touch This by MC Hammer<br><b>Step 6:</b> It's Like That by Run DMC | To learn how representations of Jesus vary and explore the reasons why |
| <b>Week 2</b><br>3 <sup>rd</sup> March     | To investigate a mountain environment  |   | Program physical inputs, outputs (e.g program LED lights), loops and random variables.                                 | To investigate and evaluate bread products according to their characteristics.   |  | To learn how people's beliefs about Jesus are expressed through art    |
| <b>Week 3</b><br>10 <sup>th</sup> March    | To find out about mountain climates.   |   | To learn how bread products are an important part of a balanced diet and can be eaten in different ways.               | To learn about Jesus from the Gospels  |  |  |
| <b>Week 4</b><br>17 <sup>th</sup> March    | To investigate mountains as tourist destinations.  |   | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. | To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. |  | To explore other people's views on Jesus from the Bible                |
| <b>Week 5</b><br>24 <sup>th</sup> March    | To find out the positive and negative aspects of tourism in mountain environments.         |   | To be able to make bread based on a plan and design. To be able to evaluate a finished product.                        | To explore symbolic language used to describe Jesus  |  |  |
| <b>Week 6</b><br>31 <sup>st</sup> March    | To consolidate and reflect on learning   |   | To consolidate and reflect on learning   |  |  |  |

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| <b>VOCAB</b> | Peak, summit, range, terrain, altitude, tectonic plates, volcano, physical features, human features, climate, biomes, vegetation belt, water cycle, settlement, economics, atlas, globe | Speed, positioning, catch, dodge, target, bounce, Strike, roll Attacking, defending, speed, dribble, throw in, Tackle, turning, direction | Input, selection, sensing, variables, debug, script, language, text-based code | Prove, rise, yeast, flour, dough, baking, loaf, crust, knead, fermentation, carbohydrate, protein, fat, dairy, additives | Pitch, tone, volume, pace, rhythm, genre, ballad, old school hip-hop, notes, perform, backing, improvise | Belief, Jesus, testament, Bible, Gospels, prophet |
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