

Year 5	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Time Travel	Reading: • apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give greater attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit • provide reasoned justifications for their views • use source materials and role-play to gather information to form the basis of a non-chronological report Writing: • write: – an informative factual report for a radio broadcast, using inference to develop understanding – a recount of events – a balanced argument: understanding structure (title, opening statement, both sides of the argument, closing statement) • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • understand the difference between the active and passive voice and using the passive voice to affect the presentation of information. • use personal and possessive pronouns within and between sentences and avoid repetition (noun/pronoun agreement) • ensure subject-verb agreement • extend the range of adverbials of time (early yesterday morning, eventually, after a while) and place (inside, near, out of the city) linking and relating events across time • link ideas across paragraphs using adverbs/adverbials of time and place • structure an argument and provide cohesion (however, nevertheless, in contrast, on the other hand) • use different techniques to draw conclusions: giving an opinion using adverbials (including fronted adverbials) • use the passive voice to affect the presentation of information • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • extend character and setting descriptions using the senses • develop characters and setting using metaphor and simile					

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	- use expanded noun phrases to create interesting descriptions - identify relevant information to include and surplus information to discard - understand and using features of non-chronological reports: paragraphs, headings, subheadings, generalizing language (some, most, often) - use adverbials of more than one word (time/place), including fronted adverbials - use evidence to strengthen an argument					
Maths Multiplication and Division Fractions (including decimals and percentages)	Children will learn to: - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - 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 - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)					
Science Properties and Changes of Materials	To know that some materials will dissolve in liquid to form a solution Children will learn to: - understand the terms 'dissolve', 'soluble', 'insoluble' and 'solution'? - make and explain their predictions about soluble and insoluble materials - conduct a fair test involving soluble and insoluble materials Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	To use knowledge of solids, liquids and gases to decide how mixtures and solutions might be separated Children will learn to: - identify what the terms soluble and insoluble mean - know that evaporation can be used to separate soluble materials from water - understand that filtering can be used to separate insoluble materials from water Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	To understand that some changes form new materials, and that these changes are not usually reversible Children will learn to: - understand that when some materials are mixed together they cannot be separated again - know that when an irreversible change takes place a new substance is produced - identify how to tell if the new substance produced is a gas Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing	To identify when a change caused by heating or cooling is reversible or irreversible Children will learn to: - identify that heating and cooling materials can cause them to change - recognise reversible and irreversible changes caused by heating and cooling - explain how to reverse a change caused by heating or cooling Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	To investigate the materials needed for something to burn and the new materials formed by burning Children will learn to: - understand that new materials are formed when materials are burned - describe what happens when a candle burns - identify and assess hazards associated with burning material Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	To compare and group together everyday materials according to their properties and to give reasons for the particular uses of everyday materials in relation to their properties (lessons 6 & 7) Children will learn to: - describe everyday materials according to their properties - compare and group everyday materials according to their properties - explain why some everyday materials are useful due to their properties - list and explain some of the different properties that materials can have - understand that the properties materials have can affect how they are used/what they are used for - explain why a certain material has been chosen for a specific purpose, based on its properties

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	c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments	c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments	accuracy and precision, taking repeat readings when appropriate c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments	c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments	c) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs d) using test results to make predictions to set up further comparative and fair tests e) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations f) identifying scientific evidence that has been used to support or refute ideas or arguments	Children will learn to work scientifically by: a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate b) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs c) using test results to make predictions to set up further comparative and fair tests d) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations e) identifying scientific evidence that has been used to support or refute ideas or arguments
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Computing Video Editing	To recognise video as moving pictures, which can include audio Children will learn to: - explain that a video can include both visual and audio media - explain the benefits of adding audio to a video - plan a video project using a storyboard	To identify digital devices that can record video Children will learn to: - identify and name digital devices that can record video and sound - choose the most suitable digital device for recording their projects - I can locate and identify the working features of a digital device that can record video	To capture video using a digital device Children will learn to: - select a suitable device and software to capture their videos - demonstrate suitable methods of using a digital device to capture their videos - demonstrate the safe use and handling of devices	To recognise the features of an effective video Children will learn to: - list some of the features of an effective video - record a video that demonstrates some of the features of an effective video - I can explain why lighting and angle are important in creating an effective video	To identify that video can be improved through reshooting and editing Children will learn to: - store, retrieve, and export their recordings to a computer - explain how to improve a video by reshooting and editing - select the correct tools to make edits to their videos	To consider the impact of the choices made when making and sharing a video Children will learn to: - make edits to their videos and improve the final outcome - recognise that their choices, when making a video, will impact on the quality of the final outcome - evaluate their videos and share their opinions
History Vikings vs Anglo-Saxons	To explore what Britain was like before the first Viking invasions Children will learn to: - identify when the explain how the Anglo-Saxons came to Britain - recognise why this period is often referred to as the Dark Ages - give an overview of what life was like in the 8th century before the Viking invasions	To find out about the Viking invasions of Britain Children will learn to: - identify when the Vikings first invaded Britain - offer reasons for why the Vikings invaded - recognise and describe the different perspectives of the Viking invasions	To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons Children will learn to: - understand that the Vikings settled in Britain after the first raids in the 8th century - use a variety of sources to gather information - describe how the Vikings gained control of the northeast of England	To find out why King Alfred was dubbed 'Alfred the Great' Children will learn to: - describe the role King Alfred played in making England a unified country - suggest reasons why he was dubbed 'Great' - use a variety of sources of information to find out the life of King Alfred	To explore what life was like for Vikings living in Britain and to Vikings living in Britain and to Children will learn to: - describe what life was like for Vikings in Britain - identify differences between Viking and Anglo-Saxon life - identify similarities between Viking and Anglo-Saxon life	To find out how and when England became a unified Country and to find out about the end of the Anglo-Saxon and Viking era in Britain (lessons 6 & 7) Children will learn to: - recognise that by 1016, England was a unified country under the control of a single king - name the key historical figures and describe their role in events - discuss causes and effects of historical events - understand why the Battle of Hastings took place - describe the main events surrounding the Norman conquest - recognise that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain
DT Fashion and Textiles	To investigate and analyse items made using textiles: the materials used and how they are made Children will learn to:	To explore some ways in which textiles are joined and decorated Children will learn to:	To design an item made using textiles, and draw pattern pieces Children will learn to:	To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design Children will learn to:	To join fabric pieces by hand sewing Children will learn to: thread a needle by themselves	To sew hems on an item made using textiles; to add design details Children will learn to:

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	- identify the materials used in the manufacture of some items made using textiles - identify ways in which materials are joined in some items made using textiles - understand the main stages in the production of cotton cloth	- identify different sewing stitches on items made using textiles - distinguish between functional and decorative sewing stitches on items made using textiles - identify potential uses for different sewing stitches	- understand that design criteria are used by fashion designers to develop designs - design an item made using textiles according to design criteria - draw pattern pieces, adding details such as seam allowances	- use pattern pieces to mark fabric for - cutting and sewing cut fabric according to a pattern - add design details to a product according to their own design	- join fabric pieces using a simple hand-sewing stitch - tie threads to ensure seams do not unravel	- use simple stitches to sew hems on an item made using textiles - evaluate their own work - add detail to an item made using textiles to improve it
RE Big Question: How Do Beliefs Influence Actions?	Should all creations be treated equally? Children will learn to: - consider if animals ever have a case against humans - identify what do two religions say about how animals should be treated - create a set of wise words on the topic of all creations being treated equally - identify the footprint that they want to leave on the world					
PSHE Changes in Friendships	What does friendship look like? Children will learn to: - identify the characteristics of friendships, including kindness, generosity, trust, sharing interests and experiences. - know how important friendships are in making us feel happy and secure	Falling out Children will learn to: - know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		Being a bystander Children will learn to: understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Who can we trust? Children will learn to: - understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - know how to report concerns or abuse, and the vocabulary and confidence needed to do so	Friendships online Children will learn to: - know how important friendships are in making us feel happy and secure - understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Music Make You Feel My Love	Children will learn to: - find and keep an internal pulse - respond rhythmically and melodically through question and answer activities	Children will learn to: - copy back rhythms and pitches - sing in unison with an awareness of being in tune, of other singers in the group and a song's mood	Children will learn to: - play 2 note instrumental parts accurately and in time, both by ear and from notation (C + D) - improvise using instruments within the context of a song (1 or 2 given notes: C + D)	Children will learn to: - compose a melody using simple rhythms (based around 3 notes: C + D+ E) - identify the structure of a pop ballad - identify the instruments and voices used in a pop ballad	Children will learn to: - contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions - discuss music using musical terms	Children will learn to: - contribute to a musical performance by singing, playing an instrumental part, improvising or by performing composition - appraise a performance, discussing what went well

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	know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting	follow the directions of a musical leader and sing a pop ballad from memory	- identify the structure of a pop ballad - identify the instruments and voices used in a pop ballad (strings, piano, guitar, bass, drums) - identify some of the style indicators of pop ballads - when listening to a song, comment on tempo, dynamics and texture	(strings, piano, guitar, bass, drums) - identify some of the style indicators of pop ballads - when listening to a song, comment on tempo, dynamics and texture - know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting		- and how it could be improved - discuss music using musical terms
Games Cricket	Children will learn to: - strike a bowled ball with some accuracy - use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency - know and understand how to score points - be able to score points by hitting a ball and running safely to the target - know that it is advantageous to attempt to strike a batter 'out - work collaboratively in pairs, group activities and small-sided games - use and apply the basic rules consistently and fairly - recognise the activities and exercises that need including in a warm-up - identify their own strengths and suggest practices to help them improve - start to develop an understanding of how to improve, and learn to evaluate and recognise their own success - understand the need for warming up and working on body strength, tone and flexibility - lead small groups in warm-up activities					
Gym Flight	Children will learn to: - create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed - choose actions, body shapes and balances from a wider range of themes and ideas - adapt their performance to the demands of a task, using their knowledge of composition - use basic set criteria to make simple judgements about performances and suggest ways they could be improved - link and perform multiple sequential elements e.g. up to eight - understand the need for warming up and working on body strength, tone and flexibility - lead small groups in warm up activities					
French Sports et Opinions (Sports and Opinions)	Children will learn to: - develop use of a dictionary for nouns related to sports - apply phonics knowledge to new language - ask for and give opinions about sports - talk about the sports they know how to do - use two key verbs in the present tense, for playing sports - learn expressions of frequency to say how often they do different sports - write and adapt sentences to describe the sports they do and when they do them					

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| | <ul style="list-style-type: none">• learn the six verb endings for the verb 'faire' (to do)• use the different parts of 'faire' to talk about the actions of others• use verbs to give instructions |
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