MEDIUM TERM PLANNING Spring 2
Marsh Green Primary School

Year 5	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English **Mission 4** **Mystery at the Red Café**	**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 **Writing:** • write: – an informative attention-grabbing news article: matching form and organization to purpose and audience; exploring the structure and typical language used (headline, by-line, standfirst) – a letter of explanation: matching form and organisation to audience and purpose – a gripping mystery story: using inference to develop understanding (of character); exploring more sophisticated narrative devices, including flashbacks; using intonation and expression to engage the reader and add interest • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • link and relate events across time and linking ideas across paragraphs, using adverbs/adverbials of time • identify and use relative clauses starting with who, which, where, when, whose, which distinguish between defining and non-defining relative clauses • use correlative conjunctions: either… or, not only... but, both… • use adverbs (perhaps, surely) and modal verbs (can, might, should, will, must) to indicate degrees of possibility • identify and use the past perfect tense • use brackets, dashes and commas for parenthesis • 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:** • use a wide range of adverbials of time (early yesterday morning, eventually, at that moment, after a while, for a while), place (inside, near, on the road, out of the city, from the west, around the trees) and cause (however, consequently, therefore) • identify relevant information to include and irrelevant or surplus information to discard • use varied sentence structures, including sentences with an extended range of adverbial phrases and fronted adverbials, subordinate clauses and single-clause sentences for effect					

MEDIUM TERM PLANNING Spring 2
Marsh Green Primary School

	• understand the narrative writing process - planning, developing, drafting, revising, editing and polishing					
Maths **Fractions (including decimals and percentages)**	Children will learn to: • compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read, write, order and compare numbers with up to three decimal places • read and write decimal numbers as fractions (for example, = ^{71} 100) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • 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 • 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					
Science **Earth and Space**	**To describe the movements of the Sun, Earth and Moon** Children will learn to: • describe the Sun, Earth and Moon's shape as roughly spherical • define the word orbit • describe the Sun, Earth and Moon's movements in relation to one another **Children will learn to work scientifically by:** a) 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 b) identifying scientific evidence that has been used to support or refute ideas or arguments	**To explore how the rotation of Earth creates day and night** Children will learn to: • explain how the rotation of Earth on its axis creates day and night • explain the apparent movement of the sun across the sky • identify how long it takes Earth to make a full rotation **Children will learn to work scientifically by:** a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary b) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs c) reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and	**To explore how Earth's tilt creates seasons** Children will learn to: • describe the different changes that happen between seasons • use their understanding of the Earth's tilted axis to explain how seasons are created • describe the differences in seasons between two locations in opposite hemispheres **Children will learn to work scientifically by:** a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary b) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate c) recording data and results of increasing complexity using scientific diagrams	**To understand the phases of the Moon** Children will learn to: • name the different phases of the moon • correctly order the phases of the moon • describe how the phases of the moon are created **Children will learn to work scientifically by:** a) 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 b) identifying scientific evidence that has been used to support or refute ideas or arguments	**To discover how theories about our solar system have changed** Children will learn to: • define what a solar system is • explain what the differences between geo- and heliocentric models of the solar system are • compare the ideas of the solar system we know now, with those held by Ptolemy and Copernicus **Children will learn to work scientifically by:** a) 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 b) identifying scientific evidence that has been used to support or refute ideas or arguments	**To investigate the planets in the solar system** Children will learn to: • identify the eight planets in our solar system • name the eight planets in order, from nearest to furthest from the Sun • use researching skills to find relevant information on a topic **Children will learn to work scientifically by:** a) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary b) 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 c) identifying scientific evidence that has been

		written forms such as displays and other presentations d) identifying scientific evidence that has been used to support or refute ideas or arguments	and labels, classification keys, tables, scatter graphs, bar and line graphs 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			used to support or refute ideas or arguments
Computing **Flat-file Databases**	**To use a form to record information** Children will learn to: • create multiple questions about the same field • explain how information can be recorded • order, sort, and group data cards	**To compare paper and computer-based databases** Children will learn to: • navigate a flat-file database to compare different views of information • explain what a 'field' and a 'record' is in a database • choose which field to sort data by to answer a given question	**To apply our knowledge of a database to ask and answer real-world questions** Children will learn to: • explain how information can be grouped • group information to answer questions • combine grouping and sorting to answer more specific questions	**To explain that tools can be used to select data to answer questions** Children will learn to: • choose which field and value are required to answer a given question • outline how 'AND' and 'OR' can be used to refine data selection • choose multiple criteria to answer a given question	**To apply our knowledge of a database to ask and answer real-world questions** Children will learn to: • select an appropriate chart to visually compare data • refine a chart by selecting a particular filter • explain the benefits of using a computer to create graphs	**To apply our knowledge of a database to ask and answer real-world questions** Children will learn to: • ask questions that will need more than one field to answer • refine a search in a real-world context • present their findings to a group
Geography **North America**	**To identify the countries of North America** Children will learn to: • locate the continent of North America on a world map • name the countries of North America • locate North American countries on a map	**To investigate and compare climates in North America** Children will learn to: • identify some different climate zones in North America • investigate the climate of a particular area • compare climates in North America	**To explore the geographical features of North America** Children will learn to: • know the difference between human and physical geographical features • identify and describe some geographical features of North America • describe how certain geographical features are formed	**To explore the capital cities of North America and to To explore the various time zones of North America and how these compare to other time zones around the world (lessons 4 & 5)** Children will learn to: • know what a capital city is • identify North American capital cities and match them to their countries • explore features of different capital cities, such as language and population	**To compare the a region in the UK with a region in North America** Children will learn to: • compare the physical geography of a region in the UK and a region in North America • compare the human geography of a region in the UK and a region in North America • use a variety of appropriate sources to find out about the	**To research the human and physical geography of a particular North American country** Children will learn to: • use a variety of sources of information to find out about a specific North American country • select appropriate facts, figures and images to include in their work • present geographical information in a variety of ways

MEDIUM TERM PLANNING Spring 2
Marsh Green Primary School

				• explain why different parts of the world have different time zones • calculate the time at different locations in North America based on GMT • calculate corresponding times within different locations in North America	human and physical geography of a region	
Art **Frida Kahlo**	**To learn about Frida Kahlo and analyse some of her work** Children will learn to: • describe who Frieda Kahlo is and give a brief summary of her work • analyse aspects of a painting including mood and colour • give their opinion of a painting or artist	**To study the self-portraits of Frida Kahlo** Children will learn to: • describe the differences between a portrait and a self-portrait • describe the general proportions of a face • use their knowledge of proportions to complete a self-portrait	**To explore how Kahlo drew on her cultural background for her artwork** Children will learn to: • describe aspects of Mexican folk art • identify aspects of the Mexican culture in Kahlo's artwork • identify their own cultural background and use artwork to express this	**To understand what surrealism is in artwork** Children will learn to: • describe the aspects of the surrealist movement • express their opinion of the surrealism in paintings • apply aspects of surrealism to their own artwork	**To explore how Kahlo painted moments in her life and expressed emotion through her work** Children will learn to: • explain what an autobiographical artist does • identify emotions from a painting • express emotions though their own artwork	
RE **Big Question:** **How Do Beliefs Influence Actions?**	**How is Christianity celebrated around the World?** Children will learn to: • identify what differences there are in accounts given by Luke and Matthew • identify some stories that have developed from the 'real' Christmas story • identify what happens during Advent • explore how Christmas traditions vary around the world • identify what Epiphany is and how it is celebrated around the world • apply their understanding through creating a story or play based on traditional Christmas themes					
PSHE **Life in Plastic**	**What is plastic?** Children will learn to: • understand what improves and harms their local, natural and built environments • develop strategies and skills needed to care for these (including conserving energy)	**How does plastic affect our planet?** Children will learn to: • understand the ways in which single-use plastics can affect the planet, when not disposed of correctly	**Making changes** Children will learn to: • understand what improves and harms their local, natural and built environments • develop strategies and skills needed to care for these (including conserving energy) • learn ways of carrying out shared responsibilities for	**Party time!** Children will learn to: • understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • understand that people's spending decisions can affect others and the	**Reduce, recycle, reuse** Children will learn to: • identify the ways in which individually, as a school and a community materials and resources can be reduced, recycled and reused • learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	

			protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	environment (e.g. Fair Trade, buying single-use plastics, or giving to charity)		
Music **The Fresh Prince of Bel-Air**	Children will learn to: • find and keep an internal pulse • respond rhythmically and melodically through question and answer activities • know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting	Children will learn to: • copy back rhythms and pitches • sing and rap in unison or in parts with an awareness of other performers • follow the directions of a musical leader and sing/rap a Hip Hop song from memory	Children will learn to: • play 2 note instrumental parts accurately and in time, both by ear and from notation (D + A or G + A) • improvise using instruments within the context of a song (2 given notes: D + E) • identify the structure of a Hip Hop song • identify the instruments and voices used in a Hip Hop song (loops, samples, decks, scratching, drums, bass, synthesizer, rapper) • identify some of the style indicators of Hip Hop • when listening to a song, comment on tempo, dynamics and texture	Children will learn to: • compose a melody using simple rhythms (based around 3 given notes: D + E + F) • identify the structure of a Hip Hop song • identify the instruments and voices used in a Hip Hop song (loops, samples, decks, scratching, drums, bass, synthesizer, rapper) • identify some of the style indicators of Hip Hop • 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	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 and how it could be improved • discuss music using musical terms
Games **Tennis**	Children will learn to: • play a range of basic shots on both sides of the body • move feet to hit ball • play modified games sending and returning a ball • play with others with some flow to the game, keeping track of their own scores • recognise where they should stand on the court when playing on their own and with others • apply some control when returning the ball including foot placement, shot selection and aim • describe their scoring system • understand the need for warming up and working on body strength, tone and flexibility					
Gym **Functional Use of the Limbs**	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 • 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