

KS2 – Year Five

Year 5 Ruby and Garnet	Term 2 Autumn 2	Enquiry Theme	Hubble, Bubble, Boil and Trouble!
		Enquiry Engagement Question	How do materials change?
Role play	Inside	Science laboratory	

## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English-reading- whole class text</b>	Lilliput by Sam Gayton						
<b>Reading</b> To read a wide range of genres, identifying the characteristics of text types and differences between text types. To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors' language and explain how it has created an impact on the reader.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors' language and explain how it has created an impact on the reader.	To read a wide range of genres, identifying the characteristics of text types and differences between text types.  To evaluate the use of authors' language and explain how it has created an impact on the reader.
<b>English- writing Composition</b> To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent	Genre: <b>To entertain Plays</b> Text(s): Extracts from Macbeth  <i>Reference narrative</i>		Genre: <b>To instruct Instructions</b>  Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.  Sentence length varied, e.g. short/long. Wide range of subordinate connectives, e.g. whilst, until, despite.			Genre: <b>To inform Explanation</b>  A clear and well crafted title. Revisit the use of formal and technical vocabulary. Introductory paragraph outlines clearly what is going to be explained. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the text is to inform the reader.  Sentence length varied, e.g. short/long. Written in third person.	

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and correct use of tense throughout all pieces of writing.						Wide range of subordinate connectives, e.g. whilst, until, despite.
<b>English- phonics</b> Phase ... Little Wandle Letters and Sounds	<i>Little Wandle Letters and Sounds – for those children working withing this- below age-related</i>					
<b>English- spelling</b>	Spelling Book					
<b>English- vocabulary, grammar and punctuation</b> To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.			<p>Useful vocabulary: Don't forget to...Be careful of...Don't worry about...Concentrate on...At this point...</p> <p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p> <p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>			<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Relative clauses are used to embed extra information. Tense Change tense according to features of the genre. Adverbs Conjunctive adverbs for cause and effect are used to link connective points.</p> <p>Use a wide range of punctuation throughout the writing. Punctuation for parentheses is used to show additional information.</p>
<b>English- handwriting</b> 1 Introducing sloped writing in letter families 2 Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st 3 Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, i, en 4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho 5 Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob	6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve	6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve  7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo	7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo	8 Practising sloped writing: joining from r: ra, re, ri, ro, ru	8 Practising sloped writing: joining from r: ra, re, ri, ro, ru  9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp	9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp  10 End-of-term check

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<p>6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve</p> <p>7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo</p> <p>8 Practising sloped writing: joining from r: ra, re, ri, ro, ru</p> <p>9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp</p> <p>10 End-of-term check</p>							
<b>Writing Foundational Skills/ Knowledge</b>	Substitute commas for brackets and dashes when demarcating relative clauses and parenthesis.	Substitute commas for brackets and dashes when demarcating relative clauses and parenthesis.	Identify and write appositives (embedded and at the end of the main clause) as parenthesis.	Identify and write appositives (embedded and at the end of the main clause) as parenthesis.	Write relative clauses and appositives within compound and complex sentences.	Write relative clauses and appositives within compound and complex sentences.	
<b>Maths</b> Statistics Multiplication and Division Measurement: Perimeter and Area	Statistics	Statistics	Multiplication and Division	Multiplication and Division	Multiplication and Division	Measurement: Perimeter and Area	Measurement: Perimeter and Area
<b>Maths- Foundational Facts</b>	Round to the nearest 10, 100 and 1000	Round to the nearest 10, 100 and 1000	Multiply numbers by 10, 100 and 1000	Divide numbers by 10, 100 and 1000	Double and halve numbers to 1000	Recall all multiplication and division facts up to 12x12	
<b>Science</b> Properties of material and reversible changes 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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including	Understand that dissolving, mixing and changes of state can be reversible changes.	Understand that dissolving, mixing and changes of state can be reversible changes.	Explain some changes are not reversible	Explain some changes are not reversible	Know that some changes cannot be reversed and know how this affects our climate.	Know that some changes cannot be reversed and know how this affects our climate.	

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changes associated with burning and the action of acid on bicarbonate of soda.							
<b>History</b> Off With Her Head A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Understand who the Tudors were, when they lived and how the Tudor monarchs came to the throne of England.	Know about Henry VIII, what he was like and why he was our most famous and infamous monarch.	Understand the reasons begin England's break with Rome. Decide if Henry was justified in his arguments.	Know about what life was like in Tudor England.	Understand why and how the Tudors began to explore the new world.	Understand the renaissance and its impact on Britain today.	
<b>Geography</b>							
<b>Art and design</b> Digital Collage David Hockney	Understand elements of photography.  Know about David Hockney.	Understand the process of collaging.  Discuss qualities of photographs.  Consider photographs they have taken in the past.	Evaluate work created by David Hockney and use artistic vocabulary to articulate critical responses.  Reflect on designs using artistic vocabulary	Understand the qualities of photographs and how they can be sectioned to create a whole picture.  Use feedback to edit designs	Produce a design inspired by David Hockney	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
<b>Design and Technology</b> Marble Run (Structures)	Know George Rhoads and his rolling ball structures. Set design criteria for a marble run based off free creating.	Know the materials needed to create a marble run.	Create cross sectional diagrams for drops, twists and measurements. Use exploded diagrams to demonstrate the material angles and joins for different components.	Create marble run.  Test the marble run and identify areas for improvement.	Annotate design with adjustments.  Make physical adaptations to design.	Evaluate their final design against their own design criteria.  Write a set of instructions for use.	
<b>Music</b> Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	Know some features of blues music	Play the first line of the 12-bar blues	Play the 12-bar blues	Play the blues scale on a tuned instrument	Improvise with notes from the blues scale		

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<b>Computing</b> Video production (5.2) Planning, capturing, and editing video to produce a short film.	Explain what makes a video effective	Identify digital devices that can record video	Capture video using a range of techniques	Create a storyboard	Identify that video can be improved through reshooting and editing	Consider the impact of the choices made when making and sharing a video	
<b>PE</b> Hockey Gymnastics	Hockey perform a block tackle to dispossess an attacker	Hockey Use fast, accurate passes into the D to create scoring opportunities	Hockey Mark an attacker closely to stop them from receiving the ball .	Hockey Perform a sweep hit to send the ball first time	Hockey Move the ball quickly from left to right to outwit a defender	Hockey Use a variety of techniques to keep possession in a game	
	Gymnastics Unit 1 Perform the key steps in a round-off	Gymnastics Unit 1 Create and perform a partner sequence using symmetry	Gymnastics Unit 1 Create and perform a partner sequence using symmetry	Gymnastics Unit 1 Perform counterbalances with a partner	Gymnastics Unit 1 Perform smooth transitions between counterbalances using different levels	Gymnastics Unit 1 Evaluate each other's work and suggest improvements	
<b>RE</b> Christianity: Christmas-Incarnation Is the Christmas story true?	Incarnation	Incarnation	Elements of the Christmas story which may cause debate- e.g. shepherds being on the hills in December	Elements of the Christmas story which may cause debate (e.g. a census in the winter when people had to travel)	Consider how peoples' beliefs may be impacted		
<b>PSHE and Citizenship</b> Celebrating Differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Know that bullying can be direct and indirect  Know external forms of support in regard to bullying e.g. Childline	Know that bullying can be direct and indirect  Know external forms of support in regard to bullying e.g. Childline	Know what racism is and why it is unacceptable	Know what culture means  Know that differences in culture can sometimes be a source of conflict	Know what culture means  Know that differences in culture can sometimes be a source of conflict	Know that rumour-spreading is a form of bullying online and offline	Know how their life is different from the lives of children in the developing world
<b>MfL</b> The Date	Recognise, recall and spell the 7 days of the week	Consolidate the 7 days of the week taught last lesson and will learn how to recognise, recall and spell the 12 months of the year	Consolidate all language taught so far in the unit	Start to put all their new language into context by learning the structure necessary to say the date	Build on their knowledge of how to say the date by learning how to say when their birthday is	Revise and consolidate all language covered in the unit	
Visits/ visitors				Visit: Science Museum Winchester			

REAch2 11 before 11 Promises	
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