

KS2 – Year Five

Year 5 Ruby and Garnet	Term 3 Spring 1	Enquiry Theme	The Mystery of the Mayans
		Enquiry Engagement Question	Why were the Mayans Mysterious?
Role play	Inside	Mayan Temple/ Home	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	Survivors by David Long						
Reading 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.	Draw inferences from characters’ feelings, thoughts and motives. Make predictions based on details stated and implied, justifying them in detail with evidence from the text. Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors’ language and explain how it has created an impact on the reader.	Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors’ language and explain how it has created an impact on the reader.	Draw inferences from characters’ feelings, thoughts and motives. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors’ language and explain how it has created an impact on the reader.	Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors’ language and explain how it has created an impact on the reader.	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Evaluate the use of authors’ language and explain how it has created an impact on the reader.
English- Writing Composition, vocabulary, grammar and punctuation, linked to foundational skills/knowledge.	Genre: To inform Reports Text(s): <i>Real life experiences</i> Identify and organize ideas into paragraphs to indicate a change in person, place or a jump in time. Identify and write compound sentences with semi-colons.			Genre: To inform Recount- diary Text(s): Hacker by Malorie Blackman Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis. Substitute commas for brackets and dashes when demarcating relative clauses as parenthesis.		Genre: To entertain Narrative Text(s): Hacker by Malorie Blackman Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded. Open, embed or end a paragraph with direct speech. Expand on direct speech with narrative to advance the plot.	
English- phonics Phase ... Little Wandle Letters and Sounds	Little Wandle Letters and Sounds – for those children working withing this- below age-related						
English- spelling	ooh	oo	ou	oy	ire		

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English-handwriting 11 Practising sloped writing: proportion – joining from f to ascender: fl, ft 12 Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu 13 Different styles for different purposes: writing a paragraph 14 Practising sloped writing: speed: ff 15 Practising sloped writing: speed and legibility: ff 16 Practising sloped writing: size, proportion and spacing: ss 17 Practising sloped writing: building speed: qu 18 Different styles for different purposes: decorative alphabets 19 Different styles for different purposes 20 End-of-term check	11 Practising sloped writing: proportion – joining from f to ascender: fl, ft	11 Practising sloped writing: proportion – joining from f to ascender: fl, ft	12 Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu	12 Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu 13 Different styles for different purposes: writing a paragraph	12 Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu 13 Different styles for different purposes: writing a paragraph	14 Practising sloped writing: speed: ff	14 Practising sloped writing: speed: ff
Maths Number: Multiplication and Division Number: Fractions	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Fractions	Number: Fractions	Number: Fractions	Number: Fractions
Maths-Foundational Facts	Find factors of amounts to 100	Find factors of amounts to 100	Recall prime numbers to 20	Square numbers to 10	Cube numbers to 5	Recall prime, square and cube numbers	
Science Forces and Gravity Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the object. Use a range of equipment (force meters, stopwatches) using standard units' take repeat readings.	Identify the effects of air resistance that act between moving surfaces. Select measuring equipment (stopwatches, meter rulers); take repeat readings.	Recognise that levers and pulleys allow a smaller force to have a greater effect. Use force meters (standard units, Newtons); select measuring equipment for precision.	Recognise that gears allow a smaller force to have a greater effect. Gather data through precise counting and measurement; take repeat readings where appropriate.	Identify the effects of water resistance that act between moving surfaces. Select measuring equipment for precision; take repeat readings.	Apply understanding of gravity, air resistance, water resistance and mechanisms to solve problems. Plan and carry out fair test; gather and record precise data; evaluate accuracy.	

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History Mysterious Maya A non European society that contrasts with British History Mayan civilisation c AD 900	Understand who the Maya were, when and where they lived.	Know about what Maya society was like.	Know about what the Maya looked like. Find comparisons with the appearance of previously studied ancient civilisations as well as with our own ideas about fashion today.	Know about the Gods and Goddesses of the Maya and understand they were a polytheist society.	Understand the Maya number system and how this was used in their iconic calendars.	Understand the decline and legacy of the Maya and explore our perceptions of them today.	
Geography							
Art and design Sculpture Antoni Gaudi	Understand elements of mosaic. Know about Gaudi's architecture.	Understand the process of making clay coils. Discuss qualities of clay.	Evaluate architecture created by Gaudi and use artistic vocabulary to articulate critical responses. Draw examples and give descriptions using artistic vocabulary.	Understand the qualities of Gaudi's chimneys and design following on from research. Use feedback to edit designs	Produce a design inspired by Gaudi.	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary.	
Design and Technology Pinball Wizard (Mechanical Systems)	Understand how the pinball machine was first developed. Know who David Gottlieb is.	Understand how levers and light mechanisms work in a pinball machine.	Analyse different materials used to create a pinball machine. Make a prototype for the mechanisms. Create an exploded drawing of the pinball machine.	Plan a design using a range of mechanisms and tools. Consider the audience and create a design to fit that audience.	Create their designs. Test their initial designs to identify any changes.	Evaluate their final design against design criteria.	
Music South and West Africa Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Sing a traditional African song unaccompanied.	Use tuned percussion to play a chord progression.	Use vocals or tuned percussion to perform a piece of music as an ensemble.	Play call and response rhythms using percussion instruments.		Create an eight beat break to play within a performance	
Computing Selection in physical computing	Control a simple circuit connected to a computer	Write a program that includes count-controlled loops	Explain that a loop can stop when a condition is met	Explain that a loop can be used to repeatedly	Design a physical project that includes selection	Create a program that controls a physical computing project	

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(5.3) Exploring conditions and selection using a programmable microcontroller.				check whether a condition has been met			
PE Tag Rugby Dance	Tag rugby Use defensive positions to mark and tag an attacker	Tag rugby Pass a ball accurately and consistently while on the move	Tag rugby Defend as part of a team and to deny space to the attacking team	Tag rugby Use a pop pass over short distances to create an explosive run	Tag rugby Move the ball quickly using the 'magic diamond' formation	Tag rugby Use the 3 step and pass rule with some confidence	
	Dance Unit 2 Communicate the theme of heroes through our dances	Dance Unit 2 Manipulate and develop actions using a range of devices	Dance Unit 2 Create interesting and varied dance actions as a group using levels	Dance Unit 2 Use jumps to bring power and energy to our dance phrase	Dance Unit 2 Show the theme of an attack, performing at a low level	Dance Unit 2 Work effectively with others to improve movement quality and performance	
RE Hinduism: Hindu Beliefs How can Brahman be everywhere and in everything? Sikhism: Belief and moral values How are sacred teachings and stories interpreted by Sikhs today?	H: Think about who I am and what I mean to different people S: To Give an example of a story that teaches me how to behave towards other people	H: Explain why Sanatanis believe Brahman takes on many forms S: Describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important	H: Explain some Sanatani teachings about God S: Recognise that stories can be an important way of expressing belief and meaning	H: Explain how characteristics of Brahman present in different deities show how he can be everywhere and in everything S: Consider how the teachings and example of one of the Gurus changed women's rights in Sikhi	H: Make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives S: Recognise that stories can be an important way of expressing belief	H: Explain how a belief in the importance of the living world might affect people's actions S: Give my opinion as to why stories may be important to people today	
PSHE and Citizenship Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Know about a range of jobs that are carried out by people I know	Know the types of job they might like to do when they are older	Know that young people from different cultures may have different dreams and goals	Know that they will need money to help them to achieve some of their dreams Know that different jobs pay more money than others	Know that communicating with someone from a different culture means that they can learn from them and vice versa	Know ways that they can support young people in their own culture and abroad	
MfL What is the weather?	Learn how to recognise, recall and spell 5 different	Recognise, recall and spell a further 5	Learn the 4 compass points and will learn	Recognise and recall the 7 days of the week and times of day	Present a weather forecast	Revise and consolidate all language covered in the unit	

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	phrases for describing weather	different phrases for describing weather	how to say the temperature				
Visits/ visitors							
REAch2 11 before 11 Promises							