

KS2 – Year Five

Year 5 Ruby and Garnet	Term 4 Spring 2	Enquiry Theme	Super Space
		Enquiry Engagement Question	How would you survive in space?
Role play	Inside	Planetarium – utilising green screen / VR head sets	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-reading- whole class text	The Wild Robot by Peter Brown						
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.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. 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.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. 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.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. 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.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. 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.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. 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- newspaper Text(s): <i>Real life experiences</i> Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis. Identify and write compound sentences with semi-colons. Identify and write conjunctive adverbs to open sentences. Identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses.			Genre: To inform Non chronological Text(s): <i>Real life experiences</i> Identify and write conjunctive adverbs to open sentences. Identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses.		Genre: To instruct Instructions Text(s): <i>Real life experiences</i> Identify and write conjunctive adverbs to open sentences. Identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses.	
English- phonics Phase ... Little Wandle Letters and Sounds	Little Wandle Letters and Sounds – for those children working withing this- below age-related						

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English- spelling	b	f	g	j	k	ul	
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	16 Practising sloped writing: size, proportion and spacing: ss	16 Practising sloped writing: size, proportion and spacing: ss	17 Practising sloped writing: building speed: qu	17 Practising sloped writing: building speed: qu	18 Different styles for different purposes: decorative alphabets 19 Different styles for different purposes	18 Different styles for different purposes: decorative alphabets 19 Different styles for different purposes	20 End-of-term check
Maths Number: Fractions Decimals and Percentages	Number: Fractions	Number: Fractions	Number: Fractions	Number: Decimals and Percentages	Number: Decimals and Percentages	Number: Decimals and Percentages	Number: Decimals and Percentages
Maths-Foundational Facts	Find unit fractions of amounts linked to division	Find non-unit fractions of amounts linked to division	Find unit non-unit fractions of amounts linked to division	Double numbers to 1000 (including decimals)	Halve numbers to 1000 (including decimals)	Double and halve numbers to 1000 (including decimals)	
Science Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Know the order of the planets in the solar system. Present information about the planets using diagrams.	Understand the movement of the planets in relation to the Sun. Use models and secondary sources to describe patterns and relationships.	Describe the Sun, Earth and Moon as approximately spherical bodies. Use evidence to support or refute an idea.	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun. Plan and carry out an investigation over time.	Describe the movement of the Moon relative to the Earth. Use a model to explain a phenomenon.	Explain how movement in the solar system affects what we observe from Earth. Present findings and explain causal relationships.	
History							

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Geography Cool Coasts Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Locate countries around the world.	Explain how beaches are formed.	Understand how erosion impacts the shape of the coast.	Identify geographical features of coastal settlements.	Understand the effects of tourism on coastal towns.	Explain how a coastal area has changed over time.	
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 Composition to represent the festival of colour (Theme: Holi festival) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent	Understand that music can be represented with colours	Represent a piece of music as a graphic score	Create a vocal composition based on a picture	Create a piece of music inspired by a single colour	Work as a group to perform a piece of music		

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Computing Flat-file databases (5.4) Using a database to order data and create charts to answer questions.	Use a form to record information	Compare paper and computer-based databases	Outline how you can answer questions by grouping and then sorting data	Explain that tools can be used to select specific data	Explain that computer programs can be used to compare data visually	Use a real-world database to answer questions	
PE Football Gymnastics	Football Turn with the ball	Football Travel quickly and effectively when running with the ball	Football Combine running with the ball and sending it into space	Football Maintain position when attacking to create space	Football Perform a step over to beat a defender	Football Control a bouncing ball, keeping it close to the body	
	Gymnastics Unit 2 Use space creatively along an L shaped pathway	Gymnastics Unit 2 Refine round-off technique	Gymnastics Unit 2 Refine an over-the-shoulder roll and attempt an alternative action to finish	Gymnastics Unit 2 Smoothly link cartwheels to perform a double cartwheel	Gymnastics Unit 2 Transition into a bridge with control	Gymnastics Unit 2 Develop a 6 element partner sequence incorporating asymmetry	
RE Christianity: Easter- Salvation How significant is it for Christians to believe that God intended Jesus to die?	Understand how some people believe in destiny and how others might believe in having free will to make their own choices	Consider whether the crucifixion was a consequence of the events of Holy Week	Consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (Last Supper to praying in the garden)	Consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (The trials, Peter's denial, crucifixion, burial and resurrection)	Explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week	Give an example of someone with a strong sense of purpose in their life and give my opinion on this	
PSHE and Citizenship Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Know basic emergency procedures, including the recovery position Know how to get help in emergency situations	Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart	Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure		Know some of the risks linked to misusing alcohol, including antisocial behaviour	Know what makes a healthy lifestyle	
MfL Do you have a pet?	Recognise, recall and spell eight common pets with their indefinite article/determiner	Progress to learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in	Introduced to the structure 'that is called' in the foreign language, to allow them to introduce their pets.	Introduced to negative structures in the foreign language, as they will be expected to say which animals	Use the conjunction 'but' to make their sentences more complex and interesting	Revise and consolidate all language covered in the unit	

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		order to say which pets they have		they do not have as pets.			
Visits/ visitors					Visitor: Planetarium Dome		
REAch2 11 before 11 Promises	Sleep Under the Stars 						