

Year 5 medium term planning

Spring I – Topic – Brazil (5 weeks)

	1	2	3	4	5
<p>English</p> <p><i>Jess plan</i></p>	<p>Non-chronological report – a new creature discovered in the Amazon Rainforest.</p> <p>1. Diagnostic tasks</p> <p>2. Text Deconstruction: teacher-led (rainforest creatures)</p> <p>3. Text deconstruction pupil-led (flying Galapagos lizard) (looking at basic features of the genre).</p> <p>4. TIDE cohesion including conjunctive adverbs.</p> <p>5. Comprehension lesson</p>	<p>Non-chronological report – a new creature discovered in the Amazon Rainforest.</p> <p>Using SPAG elements in context-</p> <p>6. Subordinating conjunctions and apostrophes.</p> <p>7. relative clauses with parenthesis</p> <p>8. Planning lesson.</p> <p>9. Writing lesson.</p> <p>10. Comprehension lesson.</p>	<p>Non-chronological report – a new creature discovered in the Amazon Rainforest.</p> <p>11. Edit and improve lesson.</p> <p>Character description of a rainforest creature</p> <p>12. Diagnostic tasks</p> <p>13. Text Deconstruction: teacher led</p> <p>14. Text deconstruction: pupil led. (looking at basic features of the genre)</p> <p>15. Comprehension lesson</p>	<p>Character description of a rainforest creature</p> <p>16. Figurative language- simile, metaphor, personification.</p> <p>17. Modal verbs.</p> <p>18. participial adjective and phrases.</p> <p>19. Adverbials of place and manner.</p> <p>20. Comprehension lesson.</p>	<p>Character description of a rainforest creature</p> <p>21. Planning</p> <p>22. Writing.</p> <p>23. Edit and improving.</p> <p>24. Comprehension.</p>
<p>Spelling focus</p> <p><i>Planning done</i></p>	<p>RWI Y5-Unit 10-Words ending in shus spelt – cious</p> <p>suspicious</p> <p>suspiciously</p> <p>gracious</p> <p>graciously</p> <p>ferocious</p> <p>ferociously</p> <p>atrocious</p> <p>atrociously</p> <p>malicious</p> <p>maliciously</p>	<p>Year 5/6 Spellings</p> <p>determined</p> <p>ancient</p> <p>suggested</p> <p>curiosity</p> <p>familiar</p> <p>Immediately</p> <p>Accommodate</p> <p>Foreign</p> <p>Language</p> <p>pronunciation</p> <p>Amateur</p> <p>Sufficient</p>	<p>RWI Y5-Unit 11- Words ending in shus spelt – tious</p> <p>caution</p> <p>cautious</p> <p>cautiously</p> <p>infection</p> <p>infectious</p> <p>infectiously</p> <p>ambition</p> <p>ambitious</p> <p>ambitiously</p>	<p>RWI Y5-Unit 11- Words ending in shus spelt – tious</p> <p>fiction</p> <p>fictitious</p> <p>Scrumptious</p> <p>Scrumptiously</p> <p>nutrition</p> <p>nutritious</p> <p>nutritiously</p> <p>Superstition</p> <p>Superstitious</p> <p>Superstitiously</p>	<p>Year 5/6 Spellings</p> <p>Achieve</p> <p>Available</p> <p>Awkward</p> <p>Bargain</p> <p>Cemetery</p> <p>Competition</p> <p>Controversy</p> <p>Convenience</p> <p>Thorough</p> <p>Exaggerate</p> <p>Queue</p> <p>restaurant</p>
<p>SPAG FOCUS</p> <p><i>Through English</i></p>	<p>Third person</p> <p>Formal tone</p> <p>Subordinating conjunctions</p> <p>Conjunctive adverbs</p>	<p>Relative clauses</p> <p>Apostrophes for possession</p> <p>Parenthesis</p> <p>Commas for lists</p>	<p>Third person.</p> <p>Present tense.</p> <p>Modal verbs.</p> <p>Figurative language.</p> <p>Ellipsis.</p>	<p>Participial adjectives.</p> <p>Participial phrases.</p> <p>Adverbials of place.</p> <p>Adverbials of manner.</p> <p>Apostrophe for possession.</p> <p>Hyphenated spellings.</p>	<p>Conjunctive adverbs</p> <p>Adverbials of place and manner</p> <p>Modal verbs</p> <p>Paragraphing cohesion</p>
<p>Reading focus</p> <p>Comprehension</p>	<p>Comprehension skills – The Lost World.</p> <p>2a vocabulary – what you understand from vocabulary choices,</p>	<p>Comprehension skills – The Lost World.</p> <p>2a vocabulary - changing the words, figurative</p>	<p>Comprehension skills – The Lost World.</p> <p>2a vocabulary - word choices, connotations, intra-textual comparisons.</p>	<p>Comprehension skills - Spectacular Saturn.</p> <p>2a, 2b, 2d mixed practice questions</p>	<p>Comprehension skills – a day in the life of a street child.</p> <p>2a, 2b, 2d mixed practice questions</p>

<i>Planning done</i>	analyse meaning, connotations.	language, explanation of word choices.			
Reading focus Guided reading <i>Group 1 is planned</i> <i>Group 2+3 is Jess</i> <i>Group 4+5 is Soph</i>	2c - Summarising main events. 2d - Inference- finding evidence in the text.	2f - Explain how information is related and contributes to meaning as a whole	2e - Making predictions and justifying using evidence from the text	2b - Extracting information from the text 2h - make comparisons within the text	2g - Vocabulary – authorial intent and effect
Maths <i>V3 M+D- B</i> <i>Jess plan</i>	Multiplication and division 4 digit by 1 digit. 2 digit by 2 digit (area model). 2 digit by 2 digit. 3 digit by 2 digit. 4 digit by 2 digit.	Multiplication and division Solve problems with multiplication. Short division. Divide 4 digit by 1 digit. Divide with remainders. Efficient division.	Multiplication and division Solve problems with multiplication and division. End of block assessment. Statistics Draw line graphs. Read and interpret line graphs. Read and interpret tables.	Statistics Two-way tables. Read and interpret timetables. Perimeter and area Perimeter of rectangles. Perimeter of rectilinear shapes. Perimeter of polygons.	Perimeter and area Area of rectangles. Area of compound shapes Estimate area. End of block assessment.
Science <i>Jess plan</i>	Living things in their habitats What are the seven life processes?	Living things in their habitats How do mammals reproduce?	Living things in their habitats How do plants reproduce?	Living things in their habitats What are the stages of an animal's life cycle?	Living things in their habitats What are the stages of a plant's life cycle? And assessment
History					
Geography <i>Jess plan</i>	World Biomes and Climate Zones	South America Mapwork- locating countries. Famous landmarks Human and Physical features	Brazil Information leaflet about Brazil	Brazil Comparison with the UK	The Amazon Rainforest Layers of the Rainforest Animals of the Rainforest
Art <i>Planning done,</i> <i>Jenny teaching</i>	Romero Britto Brazilian pop artist style, materials, techniques, use of pattern	Romero Britto Creating a rainforest inspired artwork in the style of Romero Britto			
Design technology <i>Sophie + Jess + Jenny</i>			Weaving From Anglo Saxons	Weaving From Anglo Saxons	Brazilian Salsa Follow a recipe, measure ingredients, make the salsa, taste the salsa

<p>Computing</p> <p><i>Planned on purple mash</i></p>	<p>Data Handling-2 Investigate Searching a database Table, search, sort, group and arrange</p>	<p>Data Handling-2 Investigate Creating a collaborative class database</p>	<p>Data Handling-2 Investigate Create an animals of the Amazon Rainforest database independently.</p>	<p>Data Handling-2 Investigate Research and record information on a range of different animals.</p>	<p>Data Handling-2 Investigate Research and record information on a range of different animals.</p>
<p>Music</p> <p><i>Dates TBC</i></p>	<p>Royal Symphonia Orchestra workshops x4</p>				
<p>PSHE</p> <p><i>Jess plan</i></p>	<p>Dreams and Goals When I Grow Up (My Dream Lifestyle).</p>	<p>Dreams and Goals Investigate Jobs and Careers and my Dream Job. Why I want it and the steps to get there.</p>	<p>Dreams and Goals Dreams and Goals of Young People in Other Cultures.</p>	<p>Dreams and Goals How Can We Support Each Other?</p>	<p>Dreams and Goals Rallying Support.</p>
<p>RE (See R+C syllabus page 87)</p> <p><i>Jess plan</i></p>	<p>Why do people travel to scared places? Understand that people travel to certain places on a pilgrimage for different reasons</p>	<p>Why do people travel to scared places? Understand that Mecca is an especially sacred place for Muslims</p>	<p>Why do people travel to scared places? Understand that the Qur'an tells Muslims to visit Mecca at least once in their lives if they can raise the money to go</p>	<p>Why do people travel to scared places? Understand that there are many different places of pilgrimage</p>	<p>Why do people travel to scared places? Make a presentation describing a type of pilgrimage which people make</p>
<p>PE</p> <p><i>Jess plan from Complete PE</i></p>	<p>Badminton</p>				