

Medium Term Plan – Spring 1– Year 5

Core Text: *The Tempest*

Topic: *Alchemy Island*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Convert between different units of metric measure	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Text Type	Persuasive letter	Persuasive letter	Persuasive letter	Play script	Play script	Play script
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention
Grammar and Punctuation (Active English)	Relative clauses	Conjunctive adverbs	Whenever, wherever	Relative clauses	Brackets	Brackets
Spelling	Unit 6	Unit 6	Unit 7	Unit 7	Unit 8	Unit 8
Terminology (technical vocabulary)	Persuade, relative, clause, phrase, statistic, empathy, hyperbole. rhetoric	Persuade, relative, clause, phrase, statistic, empathy, hyperbole. rhetoric	Persuade, relative, clause, phrase, statistic, empathy, hyperbole. rhetoric	Play script, character, actor, stage direction, scene, setting, prop, costume	Play script, character, actor, stage direction, scene, setting, prop, costume	Play script, character, actor, stage direction, scene, setting, prop, costume
Greater Depth SC	I can use statistics to persuade. I might use emotive language to persuade my reader (sympathise with reader?)	I can use rhetoric to create sophisticated persuasive techniques. I can choose a wide range of vocabulary	I can use rhetoric to create sophisticated persuasive techniques. I can choose a wide range of vocabulary	I can use varied relative clauses in stage directions. I can explore words and deliberate selections of words for precise meaning.	I can offer extended stage directions, noting specific actions. I can explore words and deliberate selections of words	I can offer extended stage directions, noting specific actions. I can explore words and deliberate selections of words



	<p>I can develop the understanding of formal and informal language – depending on the audience.</p> <p>I can develop understanding of cohesion and flow within and between paragraphs.</p>	<p>that suits the purpose of the piece.</p> <p>I can develop the understanding of formal and informal language – depending on the audience.</p> <p>I can develop understanding of cohesion and flow within and between paragraphs.</p>	<p>that suits the purpose of the piece.</p> <p>I can develop the understanding of formal and informal language – depending on the audience.</p> <p>I can develop understanding of cohesion and flow within and between paragraphs.</p>	<p>Create mood and atmosphere.</p>	<p>for precise meaning. Create mood and atmosphere.</p>	<p>for precise meaning. Create mood and atmosphere.</p>
SEND SC	I can use factual information to persuade.	I can use tripling to persuade.	I can use alliteration to persuade.	I can 'who' as a relative pronoun in a scene setting.	I can use adverbs in stage directions.	I can use adverbial phrases in stage directions.
Handwriting	See spelling	See spelling	See spelling	See spelling	See spelling	See spelling
Rainbow Grammar (where appropriate)	Relative clauses	Linking adverbs	Subordinating conjunctions	Relative clauses		
Reading	<p>To know how to use evidence to support a prediction (2e)</p> <p>To understand how a blurb builds excitement and interest (2e)</p>	<p>To understand the meaning of unfamiliar words (2a)</p> <p>To develop the skill of explaining suggestions behind vocabulary (2a)</p>	<p>To know how to infer the feelings of Caliban and Miranda (2d)</p> <p>To understand how to use textual support to build an argument (2b)</p>	<p>To understand how to skim and scan for evidence (2b)</p> <p>To understand the meaning of words in context (2b)</p> <p>To understand authorial intent</p>	<p>To develop the skill of retrieving information about opposing characters (2b)</p> <p>To understand the intent behind linguistic choices (2f)</p>	<p>To know how to use evidence to support inferences about a range of characters (2d)</p> <p>To develop the skill of using evidence to compare characters (2d)</p>

	To understand how to justify inferences about Prospero with evidence (2d)	To understand how to retrieve information about Caliban (2b)	To develop the skill of explaining how actions shape a narrative (2b)	behind vocabulary (2a)	To develop the skill of analysing the impact of linguistic choices (2f)	To develop the skill of using support to summarise a text (2c)
Cross-curricular Writing Opportunities	<p>Maths: Extended reasoning and problem solving</p> <p>Science: Instructions (make your own torch)/Experimental write up of dissolving investigation</p> <p>Geography: Setting description of the island</p> <p>DT: Persuasive torch text</p> <p>RE: Persuasive writing: Sikh stories should be part of school</p> <p>PSHE: GREAT project reflection</p>					
Science objectives <i>Working Scientifically</i> A4, A5, A6 <i>Properties and changes of materials</i> D1, D2, D3, D4		<p>Materials</p> <p>To know how to compare and group together everyday materials on the basis of their properties (D1)</p> <p>To know that some materials will dissolve in liquid to form a solution (D2, A4)</p>	<p>Materials</p> <p>To understand how to separate mixtures through filtering, sieving and evaporating (D3)</p> <p>To understand the particular uses of everyday materials (D4, A5, A6)</p>			
History objectives						
Geography objectives Map of Alchemy Island	<p>Maps</p> <p>To know how to communicate my findings using the</p>				<p>Maps</p> <p>To know how to use the 8 points of the compass (B3)</p>	



A1, A2, A3, A5, C1	<p>appropriate vocabulary (A1)</p> <p>To understand how to use digital maps to identify locations (A2, C1)</p>				<p>To know how to use an 8-point compass and 4- and 6-figure grid references (A3)</p> <p>To know how to use digital technologies to identify features in a 6-figure grid reference. (A5)</p>	
<p>Religious Education objectives</p> <p>Sikhism- Beliefs and moral values A3, B3, C2</p>						<p>Sikh Stories</p> <p>To know that stories can teach people how to behave. (A3)</p> <p>To understand the relevance of a Sikh story to a Sikh or non-Sikh person. (B3)</p> <p>To understand how Sikh stories can teach different people important lessons. (C3)</p>
Art objectives						
Design and Technology objectives				<p>Torches</p> <p>To understand how to use annotated</p>		

<p>Prototype torches to explore Alchemy island B2, C1, C3, D2, E2, E3</p>				<p>diagrams to create a product (B1, C1, C2)</p> <p>To understand how to critically evaluate a product against original criteria (D2)</p> <p>To understand how to use switches and bulbs to create a product. (E2)</p> <p>To understand the effect of changing part of my electrical system (E3)</p>		
<p>PSHE objectives</p>	<p>GREAT Project</p>					
<p>Computing objectives</p> <p>Programming C1, C2, C3</p>	<p>To know how to input data, changing variables to solve problems (C1)</p>	<p>To know how to input data, changing variables to solve problems (C1)</p>	<p>To design, write and debug programs (C2)</p>	<p>To design, write and debug programs (C2)</p>	<p>To use sequence, selection, and repetition in programs (C3)</p>	<p>To use sequence, selection, and repetition in programs (C3)</p>
<p>Music objectives A6, B2, B3, B4, B5, B6. At the movies Musical focus: Composition Cross-curricular link: English</p>	<p>To understand music narrative. (B2)</p>	<p>To know to explore and use narrative structure. (B3)</p>	<p>To know how to identify changes and tempo in effects. (B4)</p>	<p>To understand about the use of musical clichés in movie soundtracks. (B5)</p>	<p>To understand how techniques are used in movie soundtracks. (B6)</p>	<p>To know how to work in a group to create descriptive movie music. (A6)</p>