

**Medium Term Plan – Spring 2– Year 5**

**Core Text: *Holes***

**Topic: Allotment**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Compare and order fractions whose denominators are all multiples of the same number.	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	NFER Assessment	Read and write decimal numbers as fractions  Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	Round decimals with two decimal places to the nearest whole number and to one decimal place  Solve problems involving number up to three decimal places.
Text Type	Diary	Diary	Diary	Flashback narrative	Flashback narrative	Flashback narrative
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention
Grammar and Punctuation (Active English)	Relative clauses – where, whose	Brackets	Whenever, wherever (subordination)	Relative clauses – where, whose	Linking ideas across paragraphs	Conjunctive adverbs
Spelling	Unit 9	Unit 9	Unit 10	Unit 10	Unit 11	Unit 11
Terminology (technical vocabulary)	Diary, entry, sign off, greeting, personal, thought, recollect, emotive	Diary, entry, sign off, greeting, personal, thought, recollect, emotive	Diary, entry, sign off, greeting, personal, thought, recollect, emotive	Narrative, opening, build up, dilemma, reaction, resolution, coda, flashback, linear, chronology	Narrative, opening, build up, dilemma, reaction, resolution, coda, flashback, linear, chronology	Narrative, opening, build up, dilemma, reaction, resolution, coda, flashback, linear, chronology
Greater Depth SC	I can use relative clauses to show, not tell, my emotions in a diary.	I can add information using a variety of different parenthetical punctuation.	I can use the subjunctive mood when joining sentences with whenever and wherever.	I can use the coda in a narrative to make a sophisticated link between the beginning and end of a text.	I can link ideas across paragraphs using a variety of different cohesive devices.	I can weave in and out of flashbacks using a variety of cohesive devices.

SEND SC	I can use relative clauses beginning with who and that.	I can use brackets for my relative clauses.	I can use because, if, when and as to join main clauses to subordinate clauses.	I can use relative clauses beginning with who and that.	I can use simple sequential conjunctive adverbs.	I can use simple sequential conjunctive adverbs.
Handwriting	See spelling	See spelling	See spelling	See spelling	See spelling	See spelling
Rainbow Grammar (where appropriate)	Relative clauses		Subordinate clauses	Relative clauses	Conjunctive adverbs	Conjunctive adverbs
Reading	<p>To understand how to create a prediction based on evidence (2e)</p> <p>To develop the skill of making inferences about characters (2d)</p> <p>To understand how to select and sort information (2b)</p>	<p>To develop the skill of locating relevant character information (2b)</p> <p>To develop the skill of supporting inferences with evidence (2d)</p> <p>To understand how to summarise multiple chapters (2c)</p>	<p>To develop the skill of analysing a character's motives (2g)</p> <p>To understand the impact figurative language has on a reader (2g)</p> <p>To understand how to infer the emotions of a character (2d)</p>	<p>To know how to use a dictionary to check the meaning of words (2a)</p> <p>To understand how to record and present information (2b)</p> <p>To develop the skill of retrieving supporting statements from a text (2d)</p>	<p>To understand how to use implications to create inference (2d)</p> <p>To know how to find the meaning of words in context (2b)</p> <p>To develop the skill of summarising for clarity (2c)</p>	<p>To develop the skill of evidencing inferences (2d)</p> <p>To develop the skill of connecting common themes in texts (2h)</p> <p>To develop the skill of connecting features in texts (2h)</p>
Cross-curricular Writing Opportunities	<p><b>Maths: extended reasoning and problem solving</b></p> <p><b>Science: Non-chronological report on the life cycle of mammal</b></p> <p><b>Geography: Food production expose</b></p> <p><b>Art: Evaluation of own work in comparison to O'Keefe's</b></p> <p><b>DT: Evaluation of healthy salad</b></p> <p><b>RE: Balanced argument - was Jesus' crucifixion God's intention or a consequence of events?</b></p> <p><b>PSHE: Road safety quiz information text</b></p>					
Science objectives	<b>Life cycles</b>	<b>Reproduction</b>				

<p><b>Working Scientifically</b> A2, A3, A4</p> <p><b>Living things and their habitats</b> B1, B2</p>	<p>To know the differences in the life cycles of a mammal, an amphibian, an insect and a bird (B1)</p> <p>To know how to record data and results (A2, A3)</p>	<p>To understand reproduction in plants and animals. (B2)</p> <p>To understand how to report findings from enquiries. (A4)</p>				
<p>History objectives</p>	N/A					
<p>Geography objectives</p> <p><b>Climate and land use patterns</b> B1, C4, C5, D1</p>				<p><b>Climate and land use patterns</b></p> <p>To understand how a location fits into its wider geographical location (B1)</p> <p>To understand key topographical features and land use patterns (C5)</p> <p>To know the climate for a given country according to its location on the map (D1, C4)</p>		
<p>Religious Education objectives</p>						<p><b>Jesus' sacrifice and the importance of Easter</b></p>



<p><b>Christianity – Easter</b> A4, B4, C4</p>						<p>To understand the importance of Christina purpose. (A4)</p> <p>To know whether Jesus’ crucifixion was God’s intention or a consequence of events. (B4)</p> <p>To understand whether Jesus’ crucifixion was his purpose or destiny. (C4)</p>
<p>Art objectives</p> <p><b>Georgia O’Keeffe</b> A2, A3, A5, E1, F1, F2</p>			<p><b>Georgia O’Keeffe</b></p> <p>To know how to organise line, tone, shape and colour to represent figures. (A2)</p> <p>To develop the skill of using shading to create mood, feeling and perspective. (A3)</p> <p>To understand how to research replicate the style of an artist. (E1)</p>			

			To understand how to compare and adapt art based on feedback. (F1, F2).			
Design and Technology objectives  <b>Seasonal couscous salad</b> A1, A2, B1, B2, C1, C3, D1, D3					<b>Seasonal salad</b>  To develop the skill of creating a detailed recipe (A1, B2, C2, D2)  To understand recipes that use ingredients appropriate for the season (A2, B2, C3, D3)	
PSHE objectives	To understand the importance of being safe around roads	To know ways of keeping myself clean	To know the value of independence and responsibility	To know costs involved in producing and selling an item	To understand the terms loan, credit, debit and interest	To know ways of standing up to others
Computing objectives  <b>Programming</b> C3, C4 <b>Multimedia and Processing</b> B5	To know how to detect and correct errors in algorithms and programs (C3)	To know how to detect and correct errors in algorithms and programs (C3)	To understand how to evaluate effectiveness and debug if required (C4)	To understand how to evaluate effectiveness and debug if required (C4)	To know how to input data, changing variables to solve problems (B5)	To know how to input data, changing variables to solve problems (B5)
Music objectives C3, C5, D4, D5, D6, D7. Celebration	To know how to sing a song in unison and a three-part harmony.	To know how to perform ostinato and body percussion	To understand how to perform a song with a four part complex structure.	To know how to apply my singing technique to improve my performance.	To know how to control short/loud sounds on a variety of instruments.	To know how to perform with an awareness of audience.

Musical focus: Performance Subject link: English	(D5)	accompaniments to a song. (C3)	(D6)	(D7)	(D4)	(C5)
---	------	-----------------------------------	------	------	------	------