

Medium Term Plan – Summer 1 – Year 5

Core Text: *Treason*

Topic: *Off with Their Heads!*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
Text Type	Setting description	Setting description	Setting description	Concluding narrative	Concluding narrative	Concluding narrative
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention
Grammar and Punctuation (Active English)	-ate -ify -ise	Relative clauses	Building cohesion in paragraphs	Dashes and commas to avoid ambiguity	Adverbs of possibility	Adverbs of possibility
Spelling	Unit 12	Unit 12	Unit 13	Unit 13	Unit 14	Unit 11
Terminology (technical vocabulary)	Setting, describe, touch, smell, hear, taste, see, sensory, Tudor, street, convey	Setting, describe, touch, smell, hear, taste, see, sensory, Tudor, street, convey	Setting, describe, touch, smell, hear, taste, see, sensory, Tudor, street, convey	Narrative, structure, opening, build up, dilemma, reaction, resolution, coda, conclude, Tudor, Mary, Ann	Narrative, structure, opening, build up, dilemma, reaction, resolution, coda, conclude, Tudor, Mary, Ann	Narrative, structure, opening, build up, dilemma, reaction, resolution, coda, conclude, Tudor, Mary, Ann
Greater Depth SC	I can create mood and atmosphere using powerful vocabulary.	I can use tag questions to impact a reader.	I can avoid tautology in my writing.	I can vary formality in my writing through the use of verbs and nouns.	I can use direct and reported speech to create a more engaging narrative.	I can use shift between formal and informal language to convey differences in character.
SEND SC	I can use adverbs to enhance verb phrases.	I can use relative clauses beginning with 'who' and 'which'.	I can use sequencing conjunctive adverbs to link a text.	I can use commas in a list.	I can use adverbs to enhance verb phrases.	I can use adverbs to enhance verb phrases.
Handwriting	See spelling Unit 12	See spelling Unit 12	See spelling Unit 13	See spelling Unit 13	See spelling Unit 14	See spelling Unit 11

Rainbow Grammar (where appropriate)		Relative clauses	Conjunctive adverbs		Speech	Speech
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 how to justify inferences about Henry with evidence (2d)</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 understand how to retrieve information about Nick Drew (2b)</p>	<p>To know how to infer the feelings of Will and Nick (2d)</p> <p>To understand how to use textual support to build an argument (2b)</p> <p>To develop the skill of explaining how actions shape a narrative (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 behind vocabulary (2a)</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 develop the skill of analysing the impact of 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> <p>To develop the skill of using support to summarise a text (2c)</p>
Cross-curricular Writing Opportunities	<p>Science: Experiment (the formation of new materials)</p> <p>History: Newspaper article about Ann Boleyn</p> <p>Geography: Commentary about the proxemics of towns and cities</p> <p>RE: Non-chronological report – what is the best way a Sikh can show their commitment to God?</p> <p>Art: ‘Gallery statement’ after completing learning</p> <p>Computing: Editing English setting description</p>					
Science objectives					<p>Materials</p> <p>To understand that some changes result in the formation of new materials (D5, A1)</p> <p>To know how to demonstrate that dissolving, mixing</p>	



					and changes of state are reversible changes. (D6, A2, A5)	
<p>History objectives</p> <p>Tudors (Henry VIII) A1, B1, C1, D1, E2</p>	<p>Tudors</p> <p>To understand the chronology of the Tudor period. (A1)</p> <p>To understand the difference between primary and secondary sources. (E2)</p>	<p>Tudors</p> <p>To understand the chronology, actions and motives of a significant historical figure. (C1)</p> <p>To understand how the actions of a significant historical figure have a lasting impact (B1)</p> <p>To understand crimes and punishments in the Tudor period. (B1, D1)</p>				
<p>Geography objectives</p> <p>Comparison of Tudor and modern maps B1, B2, C3</p>			<p>Tudor mapping</p> <p>To understand how to use digital technologies to understand land change over time(C3)</p> <p>To understand how humans have both improved and</p>			



			<p>damaged the environment (B2)</p> <p>To understand how a location fits into its wider geographical location (B1)</p>			
<p>Religious Education objectives</p> <p>Sikhism What is the best way for a Sikh to show commitment to God? A5, B5, C5</p>						<p>Sikhism and their commitments</p> <p>To understand why people show commitment. (A5)</p> <p>To know the different ways Sikhs show their commitment to God. (B5)</p> <p>To develop the skill of evaluating the best way a Sikh could show their commitment to God. (C5)</p>
<p>Art objectives</p> <p>Tudor portraits A1, A3, C2, E2, E3, F1</p>				<p>Tudor portraits</p> <p>To understand the roles and purposes of artists, craftspeople and designers</p>		

				<p>working in different times and cultures. (E2, E3, C2)</p> <p>To know how to make detailed observational sketches. (A1, A3, F1)</p>		
Design and Technology objectives	N/A					
PSHE objectives	To understand that people aren't always who they say they are online	To know why and how rules and laws are made and enforced	To know the basic functions of the four systems and how they are inter-related	To know people who can be trusted	To understand the information may not always be accurate	To understand what a habit is
<p>Computing objectives</p> <p>Multimedia and Processing B1, B2</p>	To know how to cut and paste between applications. (B1)	To know how to cut and paste between applications. (B1)	To know how to delete and replace text to improve clarity and mood (B2)	To know how to delete and replace text to improve clarity and mood (B2)	To know how to insert and replace text to improve clarity and mood (B2)	To know how to insert and replace text to improve clarity and mood (B2)
<p>Music objectives A5, A7, A8, C1, C6, D8</p> <p>Life cycles Musical focus: Structure Cross-curricular link: PSHE</p>	To know how to sing in three parts. (A5)	To understand how to compose and perform together. (A7)	To know how to combine vocal sounds in performance. (D8)	To know how to develop a structure to combine sounds. (C6)	To know how to create musical effects contrasting pitch. (A8)	To know how to perform with an awareness of audience. (C1)