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| **Year 5 Spring 1 MTP 2024/25** | | | | | | |
| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
|  | Fiction – The game – openings and endings | | | Non-fiction – discussion – Should children be more responsible? | | |
| T4W | Cold task – imitation | Imitation | Innovation- Hot write  Edit | Cold task – imitation | Imitation & | Innovation - Hot write |
|  | Cold task – a story about a character saving someone from a mythical creature.  Hook – investigation crime scene. What has happened?  Clarifying vocabulary  Comprehension of the text. | Mapping of the text  Structure of text (Box it up)  Grammar – Elaboration of starters – adverbial phrases using time.  Grammar – Converting nouns or adjectives into verbs  Grammar – Figurative language (onomatopoeia, personification, metaphors) | Grammar – Speech+verb+action  Shared writing  Innovation of key text  Writing of hot task  Editing/independent application | Cold Task  Vocabulary/Comprehension  Boxing up  Story Mapping  Grammar – Rhetorical questions | Grammar – Developing complex sentences  Grammar – paragraphing | Boxing up  Hot write, troolkit checklist and  Editing |
| Reading | Fiction – The Thief  Poetry –  Non- fiction - topic related | Fiction – The Thief  Poetry –  Non- fiction - topic related | Fiction – The Thief  Poetry –  Non- fiction - topic related | Fiction – The Thief  Poetry –  Non- fiction - topic related | Fiction – The Thief  Poetry –  Non- fiction - topic related | Fiction – The Thief  Poetry –  Non- fiction - topic related |
| Maths | Fractions A | | | | Fractions B | |
| Find fractions equivalent to a unit fraction – Know how  unit fractions can be expressed in other forms.  2. Find fractions equivalent to a non-unit fraction.  3. Recognise equivalent fractions – Know that there are a  range of ways to find equivalent fractions such as using their  knowledge of factors and multiples and looking at the  multiplicative relationship between the numerator and  denominator.  4. Convert improper fractions to mixed numbers –  Remember that an improper fraction is one where the  numerator is greater than or equal to the denominator and a  mixed number consists of an integer and a proper fraction. | 5. Convert mixed numbers to improper fractions – Know  how to convert mixed numbers to improper fractions using  their understanding of parts and the whole.  6. Compare fractions less than 1 – Know how to compare  fractions where the denominators are the same or where one  denominator is a multiple of the other.  7. Order fractions less than 1 – Know how to order a set of  three or more fractions.  8. Compare and order fractions greater than 1 – Understand  that if the number of wholes is different, they do not need to  compare the fractional parts. When the number of wholes is  equal, they compare denominators or numerators of the  fractional parts. | 9. Add and subtract fractions with the same denominator –  Remember that when the denominators are the same, they  only need to add or subtract the numerators.  10. Add fractions within 1.  11. Add fractions with total greater than 1.  12. Add to a mixed number – Know that they can partition a  mixed number to add the fractional amounts first. | 13. Add two mixed numbers – Understand that, when adding  mixed numbers, we can partition the wholes and fractions to  add them separately or convert them to improper fractions.  14. Subtract fractions.  15. Subtract from a mixed number – Know that they can either  a whole number part or a fractional part from a mixed number.  16. Subtract from a mixed number – breaking the whole. | 17. Subtract two mixed numbers  1. Multiply unit fractions by an  integer – Know that the numerator  is multiplied by the integer and the  denominator stays the same (until  simplified).  2. Multiply non unit fractions by an  integer - Know that the numerator is  multiplied by the integer and the  denominator stays the same (until  simplified).  3. Multiply mixed numbers by  integers – Understand that there  are different ways to multiply a  mixed number by an integer and  explore the most efficient method to  do this e.g. partitioning, converting  to an improper fraction first. | 4. Fraction of an amount –  Remember that we divide by the  denominator and multiply by the  numerator when finding fractions of  amounts.  5. Using fractions as operators. |
| Science | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object | Identify the effects of air resistance, water resistance and friction, that act between moving surfaces | Identify the effects of air resistance, water resistance and friction, that act between moving surfaces | Identify the effects of air resistance, water resistance and friction, that act between moving surfaces | To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |  |
| Art | I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. (**Alice Fox, Rahul Mishra, Pyer Moss**)I can share my own response to their work, articulating what I like or don’t like about their work.I can use my sketchbook to make visual notes to capture key ideas about how the designers work. Vocabulary:  Contemporary, Historical, Fashion Design, Designers, | I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. Vocabulary - Design Brief, Colour, Texture, Shape, Form, Texture, Material, | I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. Vocabulary - Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting | I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. Vocabulary - Design Brief, Colour, Texture, Shape, Form, Texture, Material, Body, Wearable, Fit for Purpose, Pattern Cutting | I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond.I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work.  * Vocabulary:   Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, |  |
| PSHE | Year 5 Safety and the changing body | | | | | |
| Lesson 1: Online friendships  To begin to understand some issues related to online friendships including the impact of actions.  I understand the difference between a friend, an acquaintance and someone I meet online.  I can explain the steps I should take before sending a message online.  I can explain what is safe to share online and what I might need to think about and not share.  Vocabulary:  acquaintance  consent  friend  online  share  trust | Lesson 2: Staying safe online  To learn about staying safe online.  I can identify possible dangers online.  I can suggest ways to stay safe online.  I can use the web to find information about staying safe online.  Vocabulary:  appropriate  danger  private  risk | Lesson 3: To understand physical changes during puberty.  I understand how the body changes as a child becomes an adult.  I can accurately label sexual external parts of the body.  I can accurately label internal reproductive organs.  Vocabulary:  bladder  breasts  cervix  fallopian tube  genitals  labia  nipples  ovary  penis  puberty  scrotum  sperm duct  testicle  urethra | Lesson 4: To understand the menstrual cycle.  I understand the process of the menstrual cycle.  I can explain some changes I will go through during puberty.  I know who I can go to for help if I need to.  Vocabulary:  bleeding  egg/ovum  ejaculation  erection  menstruation/period  period products  voice breaking  wet dream  womb lining | Lesson 5: To understand emotional changes during puberty.  I understand that puberty may change my feelings as well as my body.  I understand that everyone is different and these differences are normal.  I know who I can talk to if I am worried about anything. | Lesson 6: To understand how to help someone who is bleeding.  I know that it is important to ensure the safety of myself and others.  I can assess a casualty’s condition calmly.  I know how to comfort and reassure a casualty.  I can explain how to seek medical help if required.  Vocabulary:  Vocabulary:  concussion  head injury |
| History | Heroic Age of Antarctic Exploration | | | | | |
| Where is Antarctica located and what are the conditions?  How do they compare to where we live?  Vocabulary -Endurance, Shackleton, Scott, Amundsen, Tundra, Crevasse, longitude, latitude, hemisphere, polar, expedition | Timeline of events: Discovery of Antarctica, it’s rising population, landing, visiting the South Pole, the Antarctic Treaty.  Why was the Antarctic Treaty introduced?  Vocabulary -Endurance, Shackleton, Scott, Amundsen, Tundra, Crevasse, longitude, latitude, hemisphere, polar, expedition | What does the Heroic Age of Antarctic Exploration refer to?  How many major explorations were launched?  What was generated from these visits?  Vocabulary -Endurance, Shackleton, Scott, Amundsen, Tundra, Crevasse, longitude, latitude, hemisphere, polar, expedition | Compare the experiences and journeys of different explorers – Shackleton, Scott, Amundsen amongst others.  Vocabulary -Endurance, Shackleton, Scott, Amundsen, Tundra, Crevasse, longitude, latitude, hemisphere, polar, expedition | Why is Captain Scott so famous today?  What sacrifices did he make?  Vocabulary -Endurance, Shackleton, Scott, Amundsen, Tundra, Crevasse, longitude, latitude, hemisphere, polar, expedition |  |
| P.E | Swimming | | | | | |
| Skill: Swimming  Implementation: developing swimming confidence, strokes and skills at a beginner or developing stage  Vocabulary:  Swim  Stroke  Breaststroke  Front crawl  Backstroke | | | | | |
| Basketball | | | | | |
| Know:  How to manipulate and manoeuvre a basketball within the rules (Year 5)  ​How to use my body to protect the ball (Year 6)  Show:  Control a basketball using both hands (Year 5)  Protect the ball under pressure (Year 6)  Grow:  Develop teamwork skills whilst working with others | Know:  A variety of ways to pass (Year 5)  How to create space to receive a pass (Year 6)  Show:  Pass the ball using good techniques of having a target and stepping in the direction of a chest pass and bounce pass (Year 5)  Cut away and back again to receive in space (Year 6)  Grow:  Explore honesty and its importance within PE and beyond | Know:  How to defend against an attacking player (Year 5)  How to protect the ball from and move it around a defender within the rules (Year 6)  Show:  Demonstrate different dribbling skills (Year 5)  Combine a range of dribbles and vary speed and direction to get past defenders (Year 6)  Grow:  Explore inclusion and what it looks like in PE and beyond | Know:  The difference between 'player-on-player' and 'zone' defence (Year 5)  The advantages and disadvantages of both defensive styles (Year 6)  Show:  Mark a player or an area of the court (Year 5)  Limit opposition attacking opportunities with different defensive styles (Year 6)  Grow:  Develop teamwork skills whilst working with others | Know:  When and how best to shoot, i.e. shot selection (Year 5)  How to work as a team to create shooting opportunities (Year 6)  Show:  Use the correct technique of Balance, Eyes, Elbow and Follow-through (BEEF) to shoot a basketball (Year 5)  Use screens to free-up teammates to shoot or drive (Year 6)  Grow:  Explore honesty and its importance within PE and beyond | Know:  How to communicate with teammates and understand the principles of attacking and defending when playing a competitive game (Year 5 & Year 6)  Show:  Dribble, pass and shoot the basketball using the correct techniques in a game (Year 5 & Year 6)  Grow:  Explore inclusion and what it looks like in PE and beyond |
| French | French sun and moon. | | | | | |
| * Knowledge: To identify keywords, phrases and ideas from spoken French.   Vocabulary:   * le Système solaire * l'espace * une planète * Mercure * Vénus * la Terre * Mars * Jupiter * Saturne * Uranus * Neptune * Pluton * le Soleil * la Lune | Knowledge: To apply knowledge of noun and adjective agreement to create metaphors in French.  Vocabulary:   * le Soleil * la Lune * est * un ballon * une tomate * une banane * une orange * un lion * petit(e) * minuscule * grand(e) * énorme | * Knowledge: To make comparisons in French.   Vocabulary:   * chaud(e) * froid(e) * plus ... que | * Knowledge: To develop understanding of the rules of adjectival agreement.   Vocabulary:   * plus * moins * moins ... que * parce que * loin de * proche de * près de * très * plus petit(e) * plus grand(e) * plus chaud(e) * plus froid(e | Knowledge: To describe and compare alien planets.  Vocabulary:   * Comment elle s’appelle ? * Quelle est la température ? * C’est [X] degrés. |  |
| RE | U2.6 What does it mean to be a Muslim in Britain today? (Natre Unit 32) | | | | | |
| Lesson 1: How many Muslims and how many mosques are there in Britain? | Lesson 2: How might the five pillars affect the lives of Muslims in Britain today? | Lesson 3: Why is Zakah/charity important to Muslims? How is charity important to  you? | Lesson 4: Why do Muslims go on pilgrimage? | Lesson 5: Why do Muslims go on pilgrimage? | Lesson 6: What does it mean to be a Muslim in Britain today? |
| Computing |  | | | | | |
|  | Lesson 1: To tinker with Scratch music elements.  I can identify that Scratch is a coding application with music elements.  I can predict what I think different code blocks will do.  I can explore Scratch independently.  I can explain what I found from tinkering.  Vocabulary:  basic command  debug  program language  Scratch  tinker | Lesson 2: To create a program that plays themed music.  I can use Scratch’s basic sound commands.  I can include a loop in my program.  I can debug simple errors in my code.  Vocabulary:  code  code-tracing  debug  loop  pitch  program  rhythm  tempo  timbre | Lesson 3: To plan a soundtrack program.  I can decompose a story.  I can plan my program by tinkering.  I can explain how my program will add to the story.  Vocabulary:  decompose  pitch  rhythm  soundtrack  tempo  timbre | Lesson 4: To program a soundtrack.  I can work from a plan.  I can use a range of programming commands.  I can explain how my program enhances the scene.  Vocabulary:  bug  loop  repeat | Lesson 5: To program music for a specific purpose.  I can combine known commands.  I can code music with a purpose.  I can use repetition in a program.  I can use various forms of output [sound].  Vocabulary:  music  output | End of unit assessment. |