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| **Year 5 Spring 2 MTP 2024/25** |
| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
|  | Fiction – The Nightmare Man- Tale of Fear- Suspense |  Non-fiction – Explanation – Why monsters are extinct  |
| T4W | Cold task – imitation  | Imitation | Innovation- Hot writeEdit | Cold task – imitation | Imitation &  | Innovation - Hot write |
|  | Cold task – a story about a character who fears the forest. Hook – exploring different celebrities fears and discussing individuals fears.Clarifying vocabulary computers/dictionariesComprehension of the text. Questions. | Mapping of the textStructure of text (Box it up)Grammar – Using empty words.Grammar – PersonificationGrammar – Intensity the situation through repetition | Innovation of key text Writing of hot taskEditing/independent application | Cold TaskVocabulary/ComprehensionBoxing upStory Mapping | Grammar – Model VerbsGrammar – Explaining the impact on different stakeholders. Recap- Fronted Adverbials and Rhetorical Questions. | Boxing upHot write, toolkit checklist andediting |
| 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 | Multiplication and division | Fractions B |
| Step 1 Multiply up to a 4-digit number by a 1-digit numberStep 2 Multiply a 2-digit number by a 2-digit number (area model)Step 3 Multiply a 2-digit number by a 2-digit numberStep 4 Multiply a 3-digit number by a 2-digit number | Step 5 Multiply a 4-digit number by a 2-digit numberStep 6 Solve problems with multiplicationStep 7 Short divisionStep 8 Divide a 4-digit number by a 1-digit number | Step 9 Divide with remaindersStep 10 Efficient divisionStep 11 Solve problems with multiplication and division | Spring NFER assessments | Step 1 Multiply a unit fraction by an integerStep 2 Multiply a non-unit fraction by an integerStep 3 Multiply a mixed number by an integerStep 4 Calculate a fraction of a quantity | Step 5 Fraction of an amountStep 6 Find the wholeStep 7 Use fractions as operators |
| Science | Making New Plants 1 To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants.I can describe how some plants reproduce | Making New Plants 2To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants.I can describe how some plants reproduce. | MammalsTo describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats.To describe the life process of reproduction in some plants and animals by describing sexual reproduction in mammals.I can describe the life cycles of different mammals | MetamorphosisTo describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis. I can compare the life cycles of amphibians and insects | Comparing Life CyclesTo describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds.I can compare the life cycles of plants, mammals, amphibians, insects and birds. | End of unit assessment |
| DT | Pop up books |
| Skill: To design a pop-up book.I can remember that input is the motion used to start a mechanism and output is the motion that results from starting the input.I know that structures use the movement of the pages to work.I know that mechanisms control movement.I can design a book with a front cover and four pages, including a mixture of structures and mechanisms.Vocabulary:design briefinputlevermechanismmotionoutputpivotsliderspacersstructure | **Skill:**To follow my design brief to make my pop-up book.**Knowledge:**I can use paper, card and glue to make my book structure.I can make mechanisms and structures as detailed in my design template by using sliders, pivots and folds to create movement.**Vocabulary:**layerlevermechanismmodelsliderspacersstructure | **Skill:**To use layers and spacers to cover the working of mechanisms.**Knowledge:**I can complete the mechanisms and structures as detailed in my design template.I can make my book look neater and more attractive by using layers and spacers to hide relevant parts of my mechanisms**.****Vocabulary:**aestheticlayersspacers |  **Skill:**To create a high-quality product suitable for a target user.**Knowledge:**I can complete the surface decoration of my pop-up book by adding the story through:pictures;captions.I know that I need to consider the preferences and needs of the user.I know that good quality making should be neat, accurate and securely assembled.**Vocabulary:**aestheticcaptionfunction |  |
| PSHE |  |
| SkillTo begin to understand what happens when the law is broken.KnowledgeI understand what happens when someone breaks the law.I can explain the process of a trial.Vocabulary:ruleconsequencelawmagistrates' courtCrown Courtpolicetrialfairjudgejuryprosecution lawyerdefence lawyerdefendant | SkillTo explore the links between rights and responsibilities.KnowledgeI understand that rights apply to everyone.I understand that there are responsibilities as well as rights.I can explain what freedom of expression means and what limitations there are.Vocabulary | SkillTo understand how reducing our use of materials and energy will help the environment.KnowledgeI understand how reducing the use of materials and energy helps the environment.I can explain some of the things individuals can do to reduce use of materials and energy.I can explain some of the things government and business can do to reduce the use of materials and energy.I know how individuals can influence government and business.Vocabulary | SkillTo understand how we recognise and value the contribution people make to the community.KnowledgeI understand how contributions to the community are recognised and valued.I can explain how some individuals have contributed to society.Vocabulary | SkillTo recognise the role of pressure groups.KnowledgeI understand what a pressure group is.I can explain how pressure groups can bring about change.Vocabulary | SkillTo begin to understand how Parliament works.KnowledgeI understand how Parliament works.I can explain what the parts of parliament are.I can identify some qualities needed to be an MP.Vocabulary |
| Geography | Rivers**Skills:** Locational knowledge* locate the world’s countries, using maps to focus on Europe
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)

Human and physical geography * describe and understand key aspects of
* physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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| Describe the physical features of a river from source to mouth | Identify latitude and longitude Key Vocabulary: Equator, Tropic of Cancer, Tropic of Capricorn, riverbank, river mouth, source, mountain, range, estuary, climate, flood plain, vegetation, meanders, tributaries, digital maps, Longitude, latitude, delta, confluence, oxbow lake, waterfall, channel | Name and locate rivers of the UK. River Severn, River Thames, River Humber, River Ouse, River Derwent, River Mersey  | Name and locate longest rivers from continents of the world: River Nile, Mississippi River and Amazon River  | Understand how physical processes can cause hazards to people, e.g. flooding | Use maps, atlases, globes and digital/computer mapping to locate rivers and mountains.  |
| P.E | Swimming |
| Skill: SwimmingImplementation: developing swimming confidence, strokes and skills at a beginner or developing stageVocabulary:SwimStrokeBreaststrokeFront crawlBackstroke |
| Gymnastics |
| Know:That I need to get some momentum through my forward and backward rolls to be able to get back to my feetShow:Roll over my partner who is in a long pencil shapeGrow:Explore the concept of perseverance and its importance in Gymnastics and beyond | Know:What an arch and bridge areShow:Form strong arches and bridgesCreate a sequence with a partner involving supporting body weight on front and backGrow:Explore the concept of feedback and its importance in Gymnastics and beyond | Know:How to leapfrog safelyShow:Leapfrog others safelyCreate opportunities for others to travel over and under meGrow:Explore the importance of positivity in Gymnastics and beyond | Know:How to vary the speed of my movements, to demonstrate contrastShow:Work with a partner, to travel over and under, on both floor and benchesTravel in lots of interesting ways over benches, creating fluent and controlled sequencesGrow:Explore the concept of perseverance and its importance in Gymnastics and beyond | Know:How to refine sequences ensuring real quality in my workShow:Travel over a partner by taking my weight on my handsSpin from a front to a back support over my partner who is in a pencil shapeGrow:Explore the concept of feedback and its importance in Gymnastics and beyond | Know:How to perform to an audienceShow:Work over and under on the floor and apparatusPerform with good technique and seamless transitionsGrow:Explore the importance of positivity in Gymnastics and beyond |
| French | Unit 4, French speaking world |
| **Skills:**To recognise, read and respond to directional language**.****Knowledge:**I can recognise and use the points of the compass in French.I can speak clearly, using accurate pronunciation.I can recall number vocabulary and use it to describe distance.**Vocabulary:**au nordau sudà l’està l’ouestle nord-estle nord-ouestle sud-estle sud-ouestje vaistu vasmètresles pasJ’ai trouvé le | **Skills:**To read and give directions in French**Knowledge:**I can name different countries where French is spoken in the world.I can use directional vocabulary to locate a country.I can read a description and match it to a country or its symbol.**Vocabulary:**a FranceLa Grande-BretagneLa SuisseL’AlgérieLe LuxembourgLa TunisieLe MarocMadagascarLe QuébecLa MartiniqueLa Guyane FrançaiseLe LaosLa BelgiqueLe Viêt NamL’Éqypteun pays | **Skills:**To identify features of countries in the French-speaking world.**Knowledge:**I can ask and answer questions in French using full sentences.I can make a good attempt to pronounce new vocabulary.I can deduce and recall key features of some French-speaking countries.**Vocabulary:**il y ales trésorsdes montagnesdes châteauxdu fromagedes canauxdes forêtsdes tigresles Pyramidesle marché flottantdes oursdes volcansdes chameauxdes mosaïques | **Skills:**To investigate climate data from the French-speaking world using authentic materials**Knowledge:**I can use ‘gisting’ skills to help me understand spoken French.I can interpret information from a chart or graph.I can recognise the language of comparison.**Vocabulary:****il fait chaud****il fait très chaud****il fait plus chaud qu’en/au/à [...]****il fait moins chaud qu’en/au/à [...]****il ne fait pas chaud****il fait froid****il pleut****il pleut beaucoup****il pleut plus qu’en/au/à [...]****il pleut moins qu’en/au [...]****il ne pleut pas****la température est de [...] degrés** | **Skills:**To ask and answer questions about different countries in the French-speaking world.**Knowledge:**I can ask and answer questions to find and provide information.I can present information clearly to an audience.I can write sentences to justify my opinions.**Vocabulary:**Quel est le nom du pays ?Quelle est la population ?Quel est le climat ?Qu’est-ce qu’il y a à visiter ?il y a...je voudrais visiter...parce que | **Skills:****Knowledge:****Vocabulary:** |
| RE | Why is the Torah so important for Jewishpeople? (Unit 33 Natre) |
| Lesson 1: What do Jewish people look like, and where do we find Jewish people inthe UK?Vocabulary:Torah•Sefer Torah• Orthodox•Secular•Pesach(Passover)•Synagogue•Kosher•Progressive•Kashrut | Lesson 2: What is the Torah? What is a Sefer Torah?Vocabulary:Torah•Sefer Torah• Orthodox•Secular•Pesach(Passover)•Synagogue•Kosher•Progressive•Kashrut | Lesson 3: Why are there different types of synagogue in the UK?Vocabulary:Torah•Sefer Torah• Orthodox•Secular•Pesach(Passover)•Synagogue•Kosher•Progressive•Kashrut | Lesson 4: How does the Torah influence what Jewish people might eat?Vocabulary:Torah•Sefer Torah• Orthodox•Secular•Pesach(Passover)•Synagogue•Kosher•Progressive•Kashrut | Lesson 5: How are Jewish people adapting festivals in the UK?Vocabulary:Torah•Sefer Torah• Orthodox•Secular•Pesach(Passover)•Synagogue•Kosher•Progressive•Kashrut | Lesson 6: Why is the Torah important to Jewish people?AssessmentVocabulary:Torah•Sefer Torah• Orthodox•Secular•Pesach(Passover)•Synagogue•Kosher•Progressive•Kashrut |
| Computing | Stop motion |
|  | SkillTo understand what animation is.KnowledgeI understand and can explain what animation means.I can explain the history of animation.I can create my own 19th century animation toy.Vocabularyanimationflipbookframemoving imagestill imagethaumatropezoetrope | SkillTo understand what stop motion animation is.KnowledgeI can explain what stop motion is.I can create a short animation.I can recognise what onion skinning is.I can make small changes to my object to make my animation smoother.Vocabularyanimationframeonion skinningstop motion | SkillTo plan a stop motion video.KnowledgeI can work collaboratively with others.I can keep my animation idea simple.I can design and create a character that can be used in my animation.I can decompose my story into smaller parts.Vocabularyanimationdecomposeframestoryboardstop motion | SkillTo create a stop motion animation.KnowledgeI can create a simple animation following my storyboard plan.I can decompose my animation into smaller parts.I can change my plan to recognise when something is too difficult to animate.I can recognise the importance of keeping the camera still and making small movements between shots.Vocabularyanimationdecomposeframeonion skinningstop motionstoryboard | SkillTo edit my stop motion animation.KnowledgeI can make small changes to my models to make my animation smoother.I can delete frames.I can assess my animation.Vocabularyanimationduplicateeditingextendstop motion | SkillKnowledgeVocabularyEnd of unit assessment. |