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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 write  Edit | 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/dictionaries  Comprehension of the text. Questions. | Mapping of the text  Structure of text (Box it up)  Grammar –  Using empty words.  Grammar –  Personification  Grammar – Intensity the situation through repetition | Innovation of key text  Writing of hot task  Editing/independent application | Cold Task  Vocabulary/Comprehension  Boxing up  Story Mapping | Grammar – Model Verbs  Grammar –  Explaining the impact on different stakeholders.    Recap- Fronted Adverbials and Rhetorical Questions. | Boxing up  Hot write, toolkit 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 | Multiplication and division | | | | Fractions B | |
| Step 1 Multiply up to a 4-digit number by a 1-digit number  Step 2 Multiply a 2-digit number by a 2-digit number (area model)  Step 3 Multiply a 2-digit number by a 2-digit number  Step 4 Multiply a 3-digit number by a 2-digit number | Step 5 Multiply a 4-digit number by a 2-digit number  Step 6 Solve problems with multiplication  Step 7 Short division  Step 8 Divide a 4-digit number by a 1-digit number | Step 9 Divide with remainders  Step 10 Efficient division  Step 11 Solve problems with multiplication and division | Spring NFER assessments | Step 1 Multiply a unit fraction by an integer  Step 2 Multiply a non-unit fraction by an integer  Step 3 Multiply a mixed number by an integer  Step 4 Calculate a fraction of a quantity | Step 5 Fraction of an amount  Step 6 Find the whole  Step 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 2  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. | Mammals  To 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 amphibianand an insect by exploring complete and incomplete metamorphosis. I can compare the life cycles of amphibians and insects | Comparing Life Cycles  To 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 brief  input  lever  mechanism  motion  output  pivot  slider  spacers  structure | **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:**  layer  lever  mechanism  model  slider  spacers  structure | | **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:**  aesthetic  layers  spacers | **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:** aesthetic  caption  function |  |
| PSHE |  | | | | | |
| Skill  To begin to understand what happens when the law is broken.  Knowledge  I understand what happens when someone breaks the law.  I can explain the process of a trial.  Vocabulary:  rule  consequence  law  magistrates' court  Crown Court  police  trial  fair  judge  jury  prosecution lawyer  defence lawyer  defendant | Skill  To explore the links between rights and responsibilities.  Knowledge  I 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 | Skill  To understand how reducing our use of materials and energy will help the environment.  Knowledge  I 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 | Skill  To understand how we recognise and value the contribution people make to the community.  Knowledge  I understand how contributions to the community are recognised and valued.  I can explain how some individuals have contributed to society.  Vocabulary | Skill  To recognise the role of pressure groups.  Knowledge  I understand what a pressure group is.  I can explain how pressure groups can bring about change.  Vocabulary | Skill  To begin to understand how Parliament works.  Knowledge  I 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 | | | | | |
| 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: Swimming  Implementation: developing swimming confidence, strokes and skills at a beginner or developing stage  Vocabulary:  Swim  Stroke  Breaststroke  Front crawl  Backstroke | | | | | |
| Gymnastics | | | | | |
| Know:  That I need to get some momentum through my forward and backward rolls to be able to get back to my feet  Show:  Roll over my partner who is in a long pencil shape  Grow:  Explore the concept of perseverance and its importance in Gymnastics and beyond | Know:  What an arch and bridge are  Show:  Form strong arches and bridges  Create a sequence with a partner involving supporting body weight on front and back  Grow:  Explore the concept of feedback and its importance in Gymnastics and beyond | Know:  How to leapfrog safely  Show:  Leapfrog others safely  Create opportunities for others to travel over and under me  Grow:  Explore the importance of positivity in Gymnastics and beyond | Know:  How to vary the speed of my movements, to demonstrate contrast  Show:  Work with a partner, to travel over and under, on both floor and benches  Travel in lots of interesting ways over benches, creating fluent and controlled sequences  Grow:  Explore the concept of perseverance and its importance in Gymnastics and beyond | Know:  How to refine sequences ensuring real quality in my work  Show:  Travel over a partner by taking my weight on my hands  Spin from a front to a back support over my partner who is in a pencil shape  Grow:  Explore the concept of feedback and its importance in Gymnastics and beyond | Know:  How to perform to an audience  Show:  Work over and under on the floor and apparatus  Perform with good technique and seamless transitions  Grow:  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 nord  au sud  à l’est  à l’ouest  le nord-est  le nord-ouest  le sud-est  le sud-ouest  je vais  tu vas  mètres  les pas  J’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 France  La Grande-Bretagne  La Suisse  L’Algérie  Le Luxembourg  La Tunisie  Le Maroc  Madagascar  Le Québec  La Martinique  La Guyane Française  Le Laos  La Belgique  Le Viêt Nam  L’Éqypte  un 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 a  les trésors  des montagnes  des châteaux  du fromage  des canaux  des forêts  des tigres  les Pyramides  le marché flottant  des ours  des volcans  des chameaux  des 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 Jewish  people? (Unit 33 Natre) | | | | | |
| Lesson 1: What do Jewish people look like, and where do we find Jewish people in  the 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?  Assessment  Vocabulary:  Torah  •Sefer Torah  • Orthodox  •Secular  •Pesach  (Passover)  •Synagogue  •Kosher  •Progressive  •Kashrut |
| Computing | Stop motion | | | | | |
|  | Skill  To understand what animation is.  Knowledge  I understand and can explain what animation means.  I can explain the history of animation.  I can create my own 19th century animation toy.  Vocabulary  animation  flipbook  frame  moving image  still image  thaumatrope  zoetrope | Skill  To understand what stop motion animation is.  Knowledge  I 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.  Vocabulary  animation  frame  onion skinning  stop motion | Skill  To plan a stop motion video.  Knowledge  I 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.  Vocabulary  animation  decompose  frame  storyboard  stop motion | Skill  To create a stop motion animation.  Knowledge  I 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.  Vocabulary  animation  decompose  frame  onion skinning  stop motion  storyboard | Skill  To edit my stop motion animation.  Knowledge  I can make small changes to my models to make my animation smoother.  I can delete frames.  I can assess my animation.  Vocabulary  animation  duplicate  editing  extend  stop motion | Skill  Knowledge  Vocabulary  End of unit assessment. |