

## Medium Term Plan – Term 1 – Year 5

Term 1 Allotment	Week 1 Development day Trip	Week 2	Week 3	Week 4	Week 5 Assessment Week	Week 6	Week 7 Something Days
<b>Science</b>	<ul style="list-style-type: none"> <li>- Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.</li> <li>- Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).</li> <li>- Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.</li> <li>- Label and draw the parts of a flower involved in sexual reproduction in plants (stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal).</li> <li>- Describe the life process of reproduction in some plants and animals.</li> <li>- Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird.</li> <li>- Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.</li> </ul>						
<b>Geography</b>				<ul style="list-style-type: none"> <li>- Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</li> <li>- Construct or carry out a geographical enquiry by gathering and analysing a range of sources.</li> <li>- Describe in detail the different types of agricultural land use in the UK.</li> <li>- Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</li> <li>- Summarise geographical data to draw conclusions</li> <li>- Describe how soil fertility, drainage and climate affect agricultural land use.</li> <li>- Summarise geographical data to draw conclusions.</li> </ul>			



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<b>PE</b>	<b>Rugby</b>						
	Play in competitive games developing strength and technique - Able to recognise where improvements could be made in their work - Select and combine more complex skills in game situations						
<b>Computing</b>	<ul style="list-style-type: none"> <li>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (CS)</li> <li>-Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS)</li> <li>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (CS)</li> <li>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)</li> </ul>						
<b>PSHE</b>	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices			Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief			
<b>Trip</b>	Brogdale Farm						