

Year 5 – 2024-2025 Medium Term Plan Terms 1-6

Term 1 Allotment	Week 1 Development day Trip	Week 2	Week 3	Week 4	Week 5 Assessment Week	Week 6	Week 7 Something Days
Science	<ul style="list-style-type: none"> - Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. - Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). - 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. - 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). - Describe the life process of reproduction in some plants and animals. - Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird. - 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. 						
Geography				<ul style="list-style-type: none"> - Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. - Construct or carry out a geographical enquiry by gathering and analysing a range of sources. - Describe in detail the different types of agricultural land use in the UK. - 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. - Summarise geographical data to draw conclusions - Describe how soil fertility, drainage and climate affect agricultural land use. - Summarise geographical data to draw conclusions. 			
DT							<p>Describe what seasonality means and explain some of the reasons why it is beneficial</p> <ul style="list-style-type: none"> -Evaluate meals and consider if they contribute towards a balanced diet. -Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.

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English	Non-chronological Report Cold write- recount of Brogdale		Harvest Poems		Assessment	RE		
Maths	Place Value, Addition & Subtraction – See Maths Overview & White Rose							
RE						Why do some people believe God exist?		
Spanish	Recap on what we learnt in year 4	Numbers 0-20	Numbers 0-50	Numbers 0-100	How are you?	What is your name?		
Music	Livin' On a Prayer – Rock							
PE	<p style="text-align: center;">Rugby</p> 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							
Computing	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (CS) -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS) -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (CS) -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)							
PSHE	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			
Trip	Brogdale Farm							

Term 2 Fallen Fields	Week 1 Trench Trip (4 days)	Week 2 Memorial Trip	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	Describe the causes and consequences of a significant event in history. - Create an in-depth study of an aspect of British history beyond 1066. - Articulate the significance of a historical person, event, discovery or invention in British history. - Describe the causes and consequences of a significant event in history.			-				
Geography				Use satellite imaging and maps of different scales to find out geographical information about a place. - Analyse and compare a place, or places, using aerial photographs. atlases and maps.	-			
Art					Mix and use tints and shades of colours using a range of different materials, including paint. Produce creative work on a theme, developing ideas through a range of preliminary sketches or models Compare and comment on the ideas, methods and approaches in their own and others' work.			
Science Forces and Mechanisms						-Explain that objects fall to Earth due to the force of gravity. - Take increasingly accurate measurements in standard units, using a range of chosen equipment. - Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models) - Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. - Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.		

						- Compare and describe, using a range of toys, models and natural objects, the effects of water resistance, air resistance and friction. - Describe and demonstrate how simple levers, gears and pulleys assist the movement of objects.		
English	Diary Entry T4W Cold Write - Recount on Trench Trip					Newspaper T4W		
RE					How do family life and festivals show what matters to Jewish people?			
Spanish	Recap term 1	Days of the week	Months of the year	Date	Colours	Fruit	Vegetables	Assessment
Music	Classroom Jazz							
PE	<u>Gymnastics</u> Work collaboratively with a partner to perform Compare performance with previous performances Develop flexibility, balance, strength and control							
Maths	Multiplication & division – Fractions – See Maths Overview and White Rose							
Computing	<u>Online Safety</u> -Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. (CS) -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (DL)			<u>Spreadsheets</u> -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)				
PSHE	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety			Responding to feelings in others				
Trips	Trenches							

Term 3	Week 1	Week 2	Week 3	Week 4 Wonder dome	Week 5	Week 6
Science Earth & Space					<p><u>Science</u></p> <ul style="list-style-type: none"> - Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun. - Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. - Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun. - Describe the Sun, Earth and Moon as approximately spherical bodies and use this knowledge to understand the phases of the Moon and eclipses. - Describe or model the apparent movement across the sky. 	<p><u>Science</u></p> <ul style="list-style-type: none"> - Use the idea of Earth's rotation to explain day and night, and the Sun's apparent movement across the sky. - Use the idea of Earth's rotation to explain day and night, and the Sun's - Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun
Art Line, Light and Shadow				<p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <ul style="list-style-type: none"> - Review and revisit ideas and sketches to improve and develop ideas. - Describe and discuss how different artists and cultures have used a range of visual elements in their work. <p>Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p> <p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <ul style="list-style-type: none"> - Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software. - Compare and comment on the ideas, methods and approaches in their own and others' work. 		

History Dynamic Dynasties	<ul style="list-style-type: none"> - Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. - Sequence and make connections between periods of world history on a timeline. - Use a range of historical sources or artefacts to build a picture of a historical event or person. - Articulate and organise important information and detailed historical accounts using topic related vocabulary. - Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). 		<ul style="list-style-type: none"> - Study a feature of a past civilisation or society. - Articulate and organise important information and detailed historical accounts using topic related vocabulary. - Use a range of historical sources or artefacts to build a picture of a historical event or person. - Describe the significance, impact and legacy of power in ancient civilisations. - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way - Compare and contrast an aspect of history across two or more periods studied. - Explain why an aspect of world history is significant. 			
English	Instructions		Biographies		Assessment	RE
RE						If God is everywhere, why go to a place of worship?
Spanish	Recap term 1 & 2	Family	Family	Where do you live?	House	Assessment
Music	Make You Feel My Love					
PE	Football Play in competitive games developing stamina and endurance. Practice and use running, sprinting and dynamic balance in games. Work collaboratively to use basic tactics for defending and attacking.					
Maths	Multiplication, Division & Fractions – See Maths Overview & White Rose					
Computing	Databases -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)					
PSHE	Healthy Relationships Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback					

Term 4 Ground breaking Greeks	Week 1 Ancient Greek Immersion Day	Week 2 World Book Day	Week 3	Week 4	Week 5	Week 6
Geography	Analyse and compare a place, or places, using aerial photographs, atlases and maps.					
History		<ul style="list-style-type: none"> -Use a range of historical sources or artefacts to build a picture of a historical event or person. - Sequence and make connections between periods of world history on a timeline. - Find evidence from different sources, identify bias and form balanced arguments. - Frame historically valid questions about continuity and change and construct informed responses. 	<ul style="list-style-type: none"> - Compare and contrast an aspect of history across two or more periods studied. - Explain how everyday life in an ancient civilisation changed or continued during different periods. - Frame historically valid questions about continuity and change and construct informed responses. - Study a feature of a past civilisation or society. 		<ul style="list-style-type: none"> -Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy - Articulate and organise important information and detailed historical accounts using topic related vocabulary. - Describe the achievements and influence of the ancient Greeks on the wider world. - Articulate and organise important information and detailed historical accounts using topic related vocabulary. - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. - Use a range of historical sources or artefacts to build a picture of a historical event or person. - Explain why an aspect of world history is significant. - Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. 	
DT Architecture						<ul style="list-style-type: none"> -Build a framework using a range of materials to support mechanisms. - Use pattern pieces and computer-aided design packages to design a product. - Test and evaluate products against a detailed design specification and

						make adaptations as they develop the product.
English	Character & Setting Description	Speech	Narrative T4W			
RE						What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
Spanish	Animals	Animals	Ice cream	Ice cream	Clothes	Clothes
Music	The Fresh Prince of Bel-Air					
PE	<p style="text-align: center;">Dance</p> <p style="text-align: center;">Perform routines to audiences Perform in a variety of dance styles Work collaboratively in groups</p>					
Maths	Decimals, Percentages, Perimeter and Area – See Maths Overview & White Rose					
Computing	<p style="text-align: center;">Game Creator</p> <p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (CS) -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)</p>					
PSHE	<p style="text-align: center;">Valuing Differences</p> <p style="text-align: center;">Listening to others; raise concerns and challenge</p>					

Term 5 Properties and changes of materials	Week 1 Betteshanger Trip	Week 2	Week 3	Week 4	Week 5
Science	<ul style="list-style-type: none"> -Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). - 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. - Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. - Compare and group everyday materials by their properties, including hardness, solubility, 		<ul style="list-style-type: none"> - Take increasingly accurate measurements in standard units, using a range of chosen equipment. -Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). -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. - Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass. 		

	<p>transparency, conductivity (electrical and thermal) and magnetism.</p> <ul style="list-style-type: none"> - Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass. - 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. - Take increasingly accurate measurements in standard units, using a range of chosen equipment. 				<ul style="list-style-type: none"> -Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent. -Identify, demonstrate and compare reversible and irreversible changes. -Separate mixtures by filtering, sieving and evaporating. -Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. -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. -Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. -Explain the precautions needed for working safely when heating, burning, cooling and mixing materials.
DT Moving Mechanisms					<ul style="list-style-type: none"> -Describe the social influence of a significant designer or inventor. - Link a physical device to a computer or tablet so that it can be controlled (such as changing motor speed or turning an LED on and off) by a program. - Use pattern pieces and computer-aided design packages to design a product. <ul style="list-style-type: none"> - Use mechanical systems in their products, such as pneumatics. - Explain how the design of a product has been influenced by the culture or society in which it was designed or made. <ul style="list-style-type: none"> - Test and evaluate products against a detailed design specification and make adaptations as they develop the product. - Use mechanical systems in their products, such as pneumatics. - Build a framework using a range of materials to support mechanisms. - Name and select increasingly appropriate tools for a task and use them safely. <ul style="list-style-type: none"> - Survey users in a range of focus groups and compare results.
English	T4W Persuasive Writing			Assessment	
RE					Is it better to express your beliefs in arts and architecture or in charity and generosity? (Judaism, Christianity and Hinduism)
Spanish	Recap Terms 3 & 4	Actions	Actions	Body	Body

Music	Dancing In the Street	
PE	<p style="text-align: center;"><u>Athletics</u></p> <p style="text-align: center;">Master basic movements including running, throwing and jumping and identify ways to improve Compete against self and others selecting and applying simple techniques effectively Work collaboratively and individually to help improve self and others</p>	
Maths	Statistics & Shape – See Maths Overview & White Rose	
Computing	<p style="text-align: center;"><u>3D Modelling</u></p> <p>-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)</p>	<p style="text-align: center;"><u>Concept Maps</u></p> <p>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)</p>
PSHE	<p style="text-align: center;"><u>Rights and Responsibilities</u></p> <p style="text-align: center;">Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences</p>	

Term 6 Investigating Our World	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Geography	<ul style="list-style-type: none"> - Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. - Analyse and compare a place, or places, using aerial photographs. atlases and maps. - Identify elevated areas, depressions and river basins on a relief map. - Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. - Analyse and compare a place, or places, using aerial photographs. atlases and maps. - identify the location and explain the function of the Prime (or Greenwich) Meridian and different time 	<ul style="list-style-type: none"> - Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. - Summarise geographical data to draw conclusions. - Identify and describe the similarities and differences in physical and human geography between continents. - Name, locate and describe major world cities. - Identify and explain ways that people can improve the production of products without compromising the needs of future generations. 		<ul style="list-style-type: none"> - Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. -Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. - Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). 	Transition		

	zones (including day and night).						
Science Human Reproduction and Ageing Science						<ul style="list-style-type: none"> -Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird. -Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). -Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. -Explain why personal hygiene is important during puberty. -Describe the changes as humans develop from birth to old age. -Describe the process of human reproduction. Describe the life process of reproduction in some plants and animals. 	
Art Nature's Art							<ul style="list-style-type: none"> Choose an interesting or unusual perspective or viewpoint for a landscape. -Record and edit natural forms, animals and landscapes with clarity, using digital photography and

							<p>graphics software.</p> <p>-Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p>-Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p>-Create a relief form using a range of tools, techniques and materials.</p> <p>-Compare and comment on the ideas, methods and approaches in their own and others' work.</p>
English	Adventure Narrative TW				Transition Week	Creative Writing	Creative Poetry
RE						What difference does it make to believe in Ahimsa and grace? (Hinduism and Christianity)	
Spanish	Project						
Music	Reflect, Rewind & Replay						
PE	<p><u>Rounders</u></p> <p>Play in competitive games developing power, flexibility and cardiovascular endurance.</p> <p>Able to recognise where improvements could be made in their work.</p> <p>Select and combine more complex skills in game situations.</p>						
Maths	Position & Direction, Shape, Decimals, Negative Numbers, Measurements						
Computing	<p><u>Word Processing</u></p> <p>= 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)</p>						
PSHE	<u>Environment</u> Different rights; responsibilities and duties				<u>Money</u> Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax		