

Year 5 Medium Plan Term 5

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. 	

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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)</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;">Valuing Differences</p> <p style="text-align: center;">Listening to others; raise concerns and challenge</p>					