LEYS FARM JUNIOR SCHOOL
Year 5 – Summer 2024 Medium Term Plan
Children of the Revolution (Local History Study & Victorian era)

Jobs for the Term	Key Dates/Events	Further Enrichment
- Trusted/safe adult reminders - Protected characteristics - Class Charter (including 4 school rules/rights) - School Council - Pupil progress meeting - ScholarPack assessment update end of term - Class track assessments.	- April 22nd- Earth Day - St George's Day – 23rd April - Children's Book Week – 2nd May - Mental Health Awareness Day - 6th May - VE Day – 8th May - SATS – 13th – 17th May - Pride Month – 1st June to 30th June - D-Day – 6th June - World Oceans Day – 8th June - Healthy Eating Week – 13th June to 17th June - Father's Day – 16th June - World Refugee Week – 20th June - Sports Week England – 20th June. - Rural Life & Times and Domestic Staff - Normanby Hall on Tuesday 11th June.	- Entry point – Normanby Hall Visit - Exit point – Sharing work in assembly, Double Page Spread, Speaking and listening presentation, displaying work - Class Story – The Griffin Gate - Class Text – The Clockwork Crow - Homework – TT Rockstars, EdShed (Spellings) - PE - Daily Mile, Go Noodle/Cosmic Yoga - Outdoor Learning – tending to class bed and general garden jobs.
English (Reading/Spoken Language Cross-Curricular)	**English (Writing/ Cross-curricular)**	**English (Grammar and Phonics)**
UKS2 curriculum objectives to be covered by the following texts: **Focus:** **The Clockwork Crow by Catherine Fisher** **Reading Plus 2 x a week** **VIPERS skills**	**Focus:** *Writing* **New Topic-based writing:** Biography writing- one of the characters from Clockwork Crow Normanby Hall – servant diary/ recount – focus on register shifting.	**Focus:** *Grammar* **Gaps identified from formative assessment (Testbase):**

• Can I record my predictions on a text using the front cover and the blurb? • Can I use VIPERS skills to answer questions on the Clockwork Crow? • Can I retrieve information from a given text? • Can I summarise sections of a given text? • Can I make reasonable predictions about a given text? • Can I infer how a character is feeling/their motives? • Can I comment on an author's use of language? • Can I select appropriate quotes to support an answer I have given? • Can I compare texts in terms of their style? • Can I use the APE strategy to answer PIE questions?	**Can I write a conversation between two characters in the Clockwork Crow?** **Can I write a setting description based on The Clockwork Crow?** **Can I edit my work effectively?** **Can I write a recount of a day in the life of a Victorian servant?** *Exciting Sentences (All Year 5 sentence types taught so recap of previous years)* Can I recap and use the Exciting Sentence type 2AD? Can I recap and use the Exciting Sentence type BOYS? Can I recap and use the Exciting Sentence type PC? Can I recap and use the Exciting Sentence type 3ed? Can I recap and use the Exciting Sentence type Double ly ending? Can I recap and use the Exciting Sentence type noun, which, where, who? Can I recap and use the Exciting Sentence type the more, the more?	**Punctuation gaps including:** apostrophes, dashes, inverted commas, parenthesis **Sentence structure gaps including:** Clarifying meaning using commas, noun phrases, pronouns, determiners, adverbs of certainty, modal verbs, tenses (present perfect and past progressive). **Can I recap and use apostrophes correctly for possession and contraction?** **Can I identify and use noun phrases accurately?** **Can I identify and use past perfect tense correctly?** **Can I explain how to use a determiner, identify them and use them in my own writing?** **Can I correctly punctuate direct and reported speech using inverted commas where necessary?** **Can I use brackets, dashes and commas as parenthesis accurately?** **Can I explain how and when modal verbs are being used and identify them?** **Can I recap my understanding of pronouns and use them accurately?** **Can I identify adverbs of possibility?** **Can I apply my knowledge of adverbs of possibility to writing?** **Can I recap and use a range of different sentence types?** *Spelling*

	Can I recap and use the Exciting Sentence type ad, same ad? Can I recap and use the Exciting Sentence type last word first word? Can I recap and use the Exciting Sentence type personification of weather? Can I recap and use the Exciting Sentence type Outside Inside? *Handwriting:* Following new scheme of work.	Continue to learn strategies and spelling patterns through root words, prefixes and suffixes. Spelling Shed Rules • Week 26- Homophones • Week 27- Homophones • Week 28- Homophones • Week 29- Homophones • Week 30- Challenge Words • Week 31- Words containing hyphens • Week 32- Challenge Words • Week 33- Revision • Week 34- Revision • Week 35- Revision • Week 36- Revision

Maths

Prior Learning/Knowledge:	Position and direction	Converting units
Decimals Y4 **Shape** Y1 Y2 Y3 Y4 **Position and direction** Y1 Y2 Y4	Vocabulary: rotation symmetry, protractor • **Can I describe position?** • **Can I draw on a grid?** • **Can I describe position in the first quadrant?** • **Can I translate shapes on squared paper?** • **Can I translate shapes using co-ordinates?** • **Can I identify lines of symmetry in shapes?** • **Can I complete a symmetric figure?** • **Can I reflect shapes in given mirror lines?** • **Can I reflect shapes with coordinates?**	Vocabulary: discount currency gallon square millimetres (mm²) volume in cm³ imperial unit inch pound (lb.) pint arrive depart • **Can I convert between m and km?** • **Can I apply my knowledge of m and km to g and kg?** • **Can I apply my knowledge of mm and m to ml and l?** • **Can I measure and convert in metric units?** • **Can I convert between metric and imperial units?**

Volume
Y1
Y2

Focus:
- **Shape**
- **Position and direction (9 lessons)**
- **Decimals (14 lessons)**
- **Negative numbers**
- **Converting units (9 lessons)**
- **Volume (4 lessons)**

Cold Task – End of Block Assessment to be completed at the beginning of each unit
Hot Task – End of Block assessment to be completed at the end of each unit- scores compared.

Shape
Vocabulary: congruent octahedron axis of symmetry reflective symmetry degrees angle/s on a straight line angle/s at a point reflex angle diagonal
- **Can I identify angles?**
- **Can I compare and order angles?**
- **Can I measure angles in degrees?**
- **Can I measure with a protractor?**
- **Can I draw lines and angles accurately?**
- **Can I calculate angles on a straight line?**
- **Can I calculate angles around a point?**
- **Can I classify triangles?**
- **Can I classify quadrilaterals?**

Using White Rose Scheme of Work
Decimals
- **Can I add decimals within 1?**
- **Can I subtract decimals within 1?**
- **Can I use 'complements to 1'?**
- **Can I add decimals? (crossing the whole)**
- **Can I add decimals with the same number of decimal places?**
- **Can I subtract decimals with the same number of decimal places?**
- **Can I add and subtract decimals with the same number of decimal places? (problem solving)**
- **Can I add decimals with a different number of decimal places?**
- **Can I subtract decimals with a different number of decimal places?**
- **Can I add and subtract decimals with a different number of decimal places? (problem solving)**
- **Can I add and subtract wholes and decimals?**
- **Can I show an understanding of decimal sequences?**
- **Can I multiply decimals by 10, 100 and 1000?**
- **Can I divide decimals by 10, 100 and 1000?**

Negative numbers

- **Can I covert between units of time?**
- **Can I interpret timetables?**

Volume
- **Can I show an understanding of volume?**
- **Can I compare volume?**
- **Can I estimate volume?**
- **Can I estimate capacity?**

Additional Maths Teaching
Daily:
- Timetables – TT Rockstars
- Flashback
- Assessment for Learning
- Problem-Solving and Reasoning

- **Can I calculate lengths and angles in shapes?**
- **Can I draw and compare regular and irregular polygons?**
- **Can I reason about 3D shapes?**

<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
Prior Learning/Knowledge Primary colours How to mix secondary colours How to mix tertiary colours Knowledge of what a collage is **Focus:** William Morris – Textiles Lowry – 3D **Vocabulary:** Cloth, Fray, Taffeta, Organdie, Poplin, Tweed, Embellished, Manipulated, Embroidered, Warp, Weft, Replicate, Soft sculpture. 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet, Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split	**Prior Learning/Knowledge:** **Focus:** Design, make, evaluate moving toys **Vocabulary:** *Cam, lever, dowelling, follower* Can I investigate toys with moving cam mechanisms? Can I investigate different types of cam mechanisms? Can I investigate ways of strengthening structures for a moving toy? Can I design a moving toy with a cam mechanism? Can I follow a design to create a moving toy with a cam mechanism? Can I evaluate a finished moving toy?	**Prior Learning/Knowledge:** Y1 Animals Including Humans: Y2- Animals Including Humans Y3- Animals Including Humans Y4- Animals Including Humans Y2- Living things and their habitats Y4- Living things and their habitats **Focus: Animals Including Humans** - Can I describe the human life cycle? - Can I understand how a fetus develops in the womb? - Can I describe what happens when I am a teenager? - Can I describe what happens when I am a senior? **Vocabulary:** birth, conception, death, develop, egg, fetus, puberty, sperm, womb. **Living Things and Their Habitats** - Can I discuss the seven life processes?

pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag. Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive Can I create a double page spread focusing on vocabulary and the biography of our artist of focus? Can I practice the skills of textiles/3D? Can I sketch and colour a miniature version of an artwork from our artist focus? Can I create a replica piece of art work from our artist focus? Can I design and create a piece of art in the style of our artist focus?		• Can I explain how mammals reproduce? • Can I explain how animals reproduce? • Can I understand reproduction in plants? • Can I understand the differences in the life cycles of mammals, amphibians, reptiles, insects and birds? • Can I explain the life cycle of plants? **Vocabulary:** fertilisation, pollination, pollen, stamen, pistil, seed dispersal, reproduction.
French (Modern Foreign Languages)	**Geography**	**History**
Prior Learning/Knowledge: In Y3/4 last year- children completed a unit on fruits, numbers, un and une, I like and I do not like and plurals. **Focus:**	**Prior Learning/Knowledge:** **Focus:** Local Study **Vocabulary:**	**Prior Learning/Knowledge:** **Focus:** Local History – The industrialisation of Scunthorpe during the Victorian Period.

Clothes
My home
Olympics

Vocabulary –

Clothes: un maillot de bain, un manteaux, un pull, un tee shirt, un chemsier, un short, un pantalon, une echarpe, une robe, une casquette, une chemise, une cravate, une veste, une jupe, des gants, des chaussures, des chausettes, des collants, des bottes, des lunettes, des sandales.
My home: ou habites-tu? J'habite dans, une maison, un appartement, en ville, a la campagne, a la montagne, au bord de la mer, dans un village, et, mais, une cuisine, une salle a manger, une salle de bains, une chambre, une buanderie, un sous-sol, un bureau, un salon, un garage, un jardin, chez moi il y a, chez moi il n'y a pas de
Olympics: Les Jeux Olympiques, la boxe, le plongeon, l'athletisme, l'equitation, le cyclisme, l'escrime, l'aviron, la natation.

Clothes
- Can I learn 10 nouns for items of clothing and their determiners?
- Can I learn 11 more nouns for items of clothing and their determiners?
- Can I learn how to say what I am wearing in French?

Channel, delta, erosion, estuary, flood plain, meander, oxbow lake, source, tributaries, river course, valley.

Children of the Revolution
Can I explain what rivers are and how they are formed?
Can I describe the River Trent using geographical vocabulary?
Can I collect data from a local river in my region?
Can I analyse and present data collected from fieldwork?

Vocabulary:
Revolution
census
rural/ urban
Industrialisation
Blast furnaces
Wrought iron and steel

Children of the Revolution:
Can I investigate what Scunthorpe might have been like in the past by looking at census records?
Can I explain key changes?
Can I explain why the industrial revolution happened?
Can I explain what the industrial revolution was like for different people?
Can I explain what the Victorian period was like for children?
Can I use historical sources to find out about the Victorian period?
Can I explore why Queen Victoria became such a popular monarch?
Can I explain how new inventions changed people's lives during the Victorian period?
Can I find out what the Industrial Revolution was and how Britain was changed by it?
Can I explain different viewpoints about the new railways?
Can I explore what sort of jobs were taken by Victorian children and find out what life was like for them?

• Can I describe items of clothing by colour in French? • Can I use my new knowledge to describe what I am packing in my suitcase? **My home** • Can I say that I live in a house or an apartment? • Can I say the names of five rooms in a house? • Can I say the name of five more rooms in a house? • Can I use the negative structure chez moi il n'y a pas de? • Can I use all new language in a role play? • Can I revise all language covered? **Olympics** • Can I listen to longer passages in French to decode its meaning? • Can I understand and read a story in French by ordering? • Can I learn 10 nouns for Olympic sports with their correct determiners? • Can I learn how to say I do and I do not when talking about sports? • Can I understand that adjectives change spelling in French depending on the gender?		Can I compare Victorian schools with modern day schooling?
Music	**Physical Education**	**Personal, Social and Health Education**
Prior Learning/Knowledge: Charanga Y3 and Y4	**Prior Learning/Knowledge:** Year 3- Striking and Fielding Year 4- Striking and Fielding	**Using JIGSAW Scheme of Work** **Prior Learning/Knowledge:**

Charanga Focus:

- **Glockenspiel Stage 1**

Can I learn to play and read the notes C, D, E and F on a glockenspiel?

Can I use the notes C, D, E and F to play a tune?

Can I perform and share a tune using the notes C, D, E and F?

Can I improvise a tune using the notes C and D?

Can I compose a tune using the notes C, D, E and F?

Vocabulary:
Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

- **Remembrance Day**

Can I listen to a Remembrance Day song and discuss the history and meaning behind it?

Can I sing along to a Remembrance Day song, listening to and correctly using the lyrics?

Can I share my performance to an audience?

Year 3- Athletics
Year 4- Athletics
Focus:
Athletics

- Can I understand pace and apply different speeds over varying distances?
- Can I develop fluency and co-ordination when running for speed?
- Can I develop technique in relay changeovers?
- Can I build momentum and power in the triple jump?
- Can I develop throwing with force for longer distances?
- Can I develop throwing with greater control and technique?

Vocabulary: approach, changeover, consistent, dominant, drive, event, field, force, javelin, momentum, shot put, stamina, stride, technique, track.

Tag Rugby

- Can I select the appropriate skill, choosing when to run and when to pass?
- Can I move into space to support a teammate abiding by the rules?
- Can I use defending skills to gain possession?
- Can I work as defending unit to prevent attackers from scoring?

Children have completed these units before in Y4 at a then age appropriate level so these units will build on the foundation laid last year.
Focus
Healthy Me
Vocabulary:
Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation

- Can I name some of the risks with misusing alcohol?
- Can I explain and put into practice basic emergency aid procedures?
- Can I understand how the media, social media and celebrity culture promotes certain body types?
- Can I describe the different roles food can play in people's lives and explain how people can develop eating problems?
- Can I explain what makes a healthy lifestyle?

Relationships
Vocabulary
Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe,

- Can I use a variety of attacking skills to beat a defender?
- Can I apply rules, skills and tactics learnt to play in a tag rugby tournament?

Vocabulary: abide, ball carrier, close down. Consecutive, create, decision, dictate, draw, offside, onside, sportsmanship, support, tactic, track.

Tennis
- Can I return the ball using a forehand groundstroke under pressure?
- Can I return the ball using a backhand groundstroke under pressure?
- Can I use a variety of shots to keep a continuous rally going?
- Can I develop the underarm serve and understand the rules of serving?
- Can I develop the volley and understand when to use it?
- Can I apply rules, skills and principles to play against an opponent?

Vocabulary
adjust, baseline, consecutive, continuous, dominant, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, tactic, technique, volley.

Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.

- Can I reflect on who I am as a person in terms of my characteristics and personal qualities?
- Can I understand that belonging to an online community can have positive and negative consequences?
- Can I understand there are rights and responsibilities in an online community or social network?
- Can I explain the rights and responsibilities when playing a game online?
- Can I recognise when I am spending too much time using devices?
- Can I explain how to stay safe when using technology to communicate with my friends?

Changing Me
Vocabulary
Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.

	Cricket • Can I develop throwing and catching skills and apply them relevantly to the situation? • Can I develop bowling accuracy and perform the skill within the rules of the game? • Can I develop battling skills, identify when I am successful and what I need to do to improve? • Can I develop fielding techniques and begin to use these under some pressure? • Can I understand the need for tactics and identify when to use them? • Can I apply skills and knowledge to compete in a tournament using tactics identified throughout the unit? **Vocabulary** backing up, close catch, compete, decide, deep catch, grip, long barrier, momentum, run out, short barrier, situation, stance, and tactic.	• Can I show awareness of my oneself image and how my body image fits into that? • Can I identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities? • Can I identify what I am looking forward to when I move to my next class?
Religious Education	**Computing**	**Meta-Cognition Session**

Prior Learning/Knowledge:

Focus: God-Islam-Believing
Can I recap what we have learnt so far about Islam and the Five Pillars of Islam?
Can I understand who Allah is and why He is important to Muslims?
Can I understand the purpose of visual symbols in a Mosque?
Can I explain how key practices reflect on key Muslim beliefs?
Can I create a meta-cognition displaying what I have learnt so far about Islam?

Vocabulary:
Islam: tawhid, Muslim, Abd, Khalifa, prophet, Qur'an, shariah, sunnah, Shahadah salah, zakat, sawn, Ramadan, Hajj, Hadith.

Community – Islam Living
Can I recap Muslims key beliefs?
Can I understand in detail what each of the Five Pillars of Islam are and what they mean?
Can I understand what Eid is and what it means for Muslims?

Prior Learning/Knowledge:
Computing
Create and debug simple programs.(Y1)
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (Y2)
Use sequence, selection and repetition in programs; work with variables and various forms of input and output (Y3)
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. (Y4)

Information Technology
Use technology purposefully to create, organise, store, manipulate and retrieve digital content (Y1+2)
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.(Y3+4)

Digital Literacy
Recognise common uses of information technology beyond school. (Y1+2)
Use technology safely and respectfully, keeping personal information private; identify where to go for

WINK-What I Now Know about The Industrial Revolution and Scunthorpe.

Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.
Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct…
Use knowledge and understanding:
- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation.

help and support when they have concerns about content or contact on the internet or other online technologies (Y1+2)
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.(Y3+4)

Vocabulary:
Unit 5.5 Game Creator: animation, computer game, customise, evaluation, image, instructions, interactive, screenshot, texture, perspective, playability
Unit 5.6 3D Modelling CAD, 2D, points, modelling, viewpoint, net, template, 3D, polygon, 3D printing
Unit 5.7 Concept Maps audience, collaboratively, concept, concept map, connection, idea, node, thought, visual

Unit 5.5 Game Creator
- Can I use the 2DIY 3D tool?
- Can I begin planning a game?
- Can I design the game environment?
- Can I design the game quest to make it a playable game?
- Can I finish and share a game?
- Can I self and peer-evaluate?

Unit 5.6 3D Modelling
- Can I use the 2Design and Make tool?

	• Can I explore the effect of moving points when designing? • Can I design a 3D model to fit certain criteria? • Can I refine and print a model? Unit 5.7 Concept Maps • Can I understand the uses of a concept map? • Can I create a concept map? • Can I understand how a concept map can be used to retell stories and information? • Can I create a collaborative concept map and present this to an audience?	