

LEYS FARM JUNIOR SCHOOL
Year 5– Spring Term 2025 Medium Term Plan
Topic: The Roof of the World

| <u>Jobs for the Term</u> | <u>Key Dates/Events</u> | <u>Further Enrichment</u> |
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| <ul style="list-style-type: none"> ● Sign Home-School Planners ● English, Maths and Standards Scrutiny ● Assessment – 10th February ● Parent-Teacher Meetings – 24th February ● ScholarPack assessment update. | <ul style="list-style-type: none"> ● Science rocket workshop 7th January ● Police visit 15th January ● NSPCC Number Day 16th January ● Creative Bollywood Dance workshop 17th January ● Circus Skills 21st January ● Chinese New Year 29th January ● Black History Month 1st February ● Valentines Disco 27th February ● Ramadan 1st March ● World Book Day 6th March ● Science Week 10th March ● QEHS STEM Day 18th March ● LFJS Careers Day 27th March ● LFJS Talent Show 4th April. | <ul style="list-style-type: none"> ● Entry point – What do I already know? ● Exit point – Metacognition Presentation ● Class Text – Everest with AJ – Matt Dickinson ● Class Story - ● Homework – Reading Plus, TT Rockstars, EdShed (Spellings), Dyslexia Gold ● PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers ● Science – Explorify ● Outdoor Learning – Planting and taking care of plants. |
| <u>English (Reading/Spoken Language)</u> | <u>English (Writing)</u> | <u>English (Grammar and Phonics)</u> |
| <p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>Everest with AJ – Matt Dickinson</p> <p>Can I maintain positive attitudes to reading and an understanding of what I read?</p> | <p><u>Focus:</u> GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink. Skill based activities to unpick an expected level piece of writing.</p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader?</p> | <p><u>Focus:</u> Securing understanding of grammar terminology, spelling rules and punctuation use through the teaching of Alan Peat sentences, weekly spellings, and phonic lessons/interventions.</p> <p><u>Grammar</u> Can I recognise and use the terms subject and object? Can I identify the difference between active and passive voice? Can I write in the active voice?</p> |

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Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 reading books that are structured in different ways and reading for a range of purposes
 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 recommending books that they have read to their peers, giving reasons for their choices
 identifying and discussing themes and conventions in and across a wide range of writing
 making comparisons within and across books
 learning a wider range of poetry by heart
 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Can I understand what I read? (by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 asking questions to improve their understanding
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 predicting what might happen from details stated and implied

Can I identify what makes a WAGOLL expected or greater depth than age-related standard?

Can I up level my vocabulary by investigating connotations of words?

Can I choose a variety of exciting sentences in the right genre context?

Genres:
Everest with AJ – first-person narrative (style of AJ)
 Can I stylize my writing to write as dog?
Mountain adventure narrative
 Can I plan, write and edit a mountain adventure story?
Diary Entry
 Can I write a diary entry from Kian's point of view?
Non-chronological Report
 Can I write a non-chronological report on Tenzing Norgay?
Instructions
 Can I write instructions on how to...?
Discussion
 Can I write a discussion: is climbing Mount Everest a good idea or a dangerous plan?

Handwriting
 Collins Happy Handwriting scheme.
 Can I write all letters legibly?
 Can I increase my speed when writing in length ensuring legibility?

Can I write in the passive voice?
 Can I find synonyms of words to up level my writing?
 Can I identify antonyms of words and use them in my writing?
 Can I use vocabulary strategies to identify the meaning of unknown words?
 Can I use semicolons, colons or dashes to mark boundaries between independent clauses?
 Can I use a colon within sentences to subordinate?
 Can I use hyphens to avoid ambiguity?
 Can I use brackets, dashes or commas to indicate parenthesis?
 Can I recognise types of phrases and clauses?
 Can I use apostrophes for contraction and possession?

Spelling
USE OF SPELLING SHED FOR WEEKLY SPELLINGS.
 Can I spell words from the 5/6 statutory spelling list?

Focus on challenge words, words with long vowels, words with short vowels, prefix -over to verbs, converting nouns into adjectives using suffix -ful

Continue to learn strategies and spelling patterns through morphology - root words, prefixes and suffixes. Begin to explore etymology of words used in the English language from settling/ history of region.

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summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning).
 Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?
 Can I distinguish between statements of fact and opinion?
 Can I retrieve, record and present information from non-fiction?
 Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?
 Can I explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?
 Can I provide reasoned justifications for my views?

Spoken Language

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

Can I listen and respond appropriately to adults and my peers?

Can I recognise the needed length for each ascender and descender?
 Can I recognise where all letters should join?
 Can I begin to make decisions on which letters need to be left un-joined?
 Can I recognise when to use an un-joined style?
 Can I peer-assess handwriting to provide constructive feedback on how to improve?

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Maths

Prior Learning/Knowledge

Children will continue to build on the work completed during Year 4 and the autumn term in Year 5. They will use strategies taught during Year 4 to multiply and divide by two-digit numbers. They will link fraction understanding to multiply fractions. Building on money, they will calculate with two place decimals. Prior knowledge of perimeter will be revisited and graphs will be used to represent data.

Focus:

Week 1 – 3: Multiplication & Division B
 Week 4 – 5: Fractions B
 Week 6 – 8: Decimals & Percentages
 Week 9 – 10: Perimeter & Area
 Week 11 – 12: Statistics

Week 1 – 3 Can I...?

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number

Week 4 – 5 Can I...?

- Multiply a unit fraction by an integer
- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity
- Fraction of an amount
- Find the whole
- Use fractions as operators

Week 6 – 8 Can I...?

- Decimals up to 2 decimal places
- Equivalent fractions and decimals (tenths)
- Equivalent fractions and decimals (hundredths)
- Equivalent fractions and decimals
- Thousandths as fractions
- Thousandths as decimals
- Thousandths on a place value chart
- Order and compare decimals (same number of decimal places)
- Order and compare any decimals with up to 3 decimal places

Week 9 – 10 Can I...?

- Perimeter of rectangles
- Perimeter of rectilinear shapes
- Perimeter of polygons
- Area of rectangles
- Area of compound shapes
- Estimate area

Week 11 – 12 Can I...?

- Draw line graphs
- Read and interpret line graphs
- Read and interpret tables
- Two-way tables
- Read and interpret timetables

Additional Maths Teaching / Learning

Daily:

- Fluency
- Flashback
- Assessment for Learning
- Problem-Solving and Reasoning
- Pre-teach
- Times table interventions

Weekly:

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- Solve problems with multiplication
- Short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division.

- Round to the nearest whole number
- Round to 1 decimal place
- Understand percentages
- Percentages as fractions
- Percentages as decimals
- Equivalent fractions, decimals and percentages.

- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family
- TTRS practice.

Art

Design and Technology, Cooking and Nutrition, including STEAM

Science including STEM

Prior Learning/Knowledge

Children have worked on LKS2 objectives for drawing and painting. They have experienced using a range of media to achieve colour including pencil crayon, pastels and water colours.

Children will investigate selected artists this term and focus on using line and colour to represent landscape designs. Use a range of ink patterns to include in their designs.

Focus:

Pencil, Paint and ink.

Pencil:

Prior Learning/Knowledge:

During lower KS2, children have developed skills with a range of moving monsters.

Children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.

Children will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Prior Learning/Knowledge:

Y2 - Uses of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.

Y3 - Forces and magnets. Compare and group materials together, according to whether they are solids, liquids or gases.

Y4 - States of matter. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

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Can I use different grades of pencil shade to create lines and textures?
 Can I explore more sophisticated lines and texture in my drawings to produce textures?
 Can I experiment with a greater range of textures in my designs?
 Can I use shading to create contrast?
 Can I design a balanced composition inspired by the Himalayas or Indian landscapes?
 Can I discuss my design?

Ink and Paint: Inspired by Georgia O’Keefe and Jen Aranyi.

Can I build-up pattern for creating depth?
 Can I create mood and effect in my paintings?
 Can I build depth in my compositions through layering?
 Can I compare colours and decide alternative shades?
 Can I use appropriate techniques to create a final piece?
 Can I create work in the style of a given artist?
 Can I assess my work, discussing technique, colour and design?

Expression:

Can I use a sketchbook to store information on colour mixing, brush marks, artists and art work?

Vocabulary:

Texture, tone, effects, depth, perspective, design, pattern, colour, materials.

Children will apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Focus:

Moving Toys

Can I investigate toys with moving cams 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?

Vocabulary:

Axle, Chassis, Gear, Lever, Pulley, Wheel, Linear motion, Rotary motion, reciprocating motion, Oscillating motion, Cardboard, Dowels, Glue gun, Scissors, Ruler, Cam, Follower, Linkage, Spring, Prototype, Functionality, Aesthetics, Criteria, Friction, Gravity, Elasticity, Force.

Focus:

Properties of materials (Chemistry)

Vocabulary: Materials, solid, liquids, gases, melting, freezing, evaporating, condensing, conductor, insulator, transparency, dissolving, soluble, insoluble, sieving, filtering, irreversible.

Key Questions:

Can I investigate the physical properties of materials?
 Can I investigate the thermal properties of materials?
 Can I investigate the electrical properties of materials?
 Can I investigate dissolving materials?
 Can I investigate how to separate mixtures?
 Can I investigate irreversible changes?

Focus:

Forces and Magnets (Physics)

Vocabulary: Force, friction, gravity, pull, push, repel, resistance, drag, streamlined, up thrust, Newton, gear, lever, pulley

Key Questions:

Can I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects?

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Can I identify the effect of friction between moving surfaces?
 Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables?
 Can I take measurements using a range of scientific equipment?
 Can I identify the effect of air resistance?
 Can I identify the effect of water resistance?
 Can I recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect?

French (Modern Foreign Languages)

Geography

History

Prior Learning/Knowledge:

Phonetics L3

Focus:

The Date
 In the Classroom

Vocabulary:

Mon, ma, mes, trousse, stylo, livre, calculatrice, ciseaux, gomme, j'ai, je, regle.

Can I practice the days of the week in French?

Can I practice the months in French?

Can I practice numbers up to 31 in French?

Prior Learning/Knowledge:

During LKS2, children have been able to understand World Biomes including the Rainforest and desert climates. Children have developed their knowledge of the Rainforest layers and where they are located. They have discovered a variety of Biomes and where these are located.

Focus:

EQ:

Where are the world's most famous mountain ranges?

How are different types of mountains formed?

What is it like to live in a mountain environment?

Prior Learning/Knowledge:

During LKS2, children have learnt about the history of locations including Cavemen and Creatures, Rainforests, Vikings, Greece and Italy. They have an understanding of some of the important events from these periods in history.

Focus:

EQ:

How is historical significance decided?

Is history fair for everyone?

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| <p>Can I practice reading the date in French?</p> <p>Can I practice writing the date in French?</p> <p>Can I draw and label what is inside my school bag in French?</p> <p>Can I read and translate a passage to understand what is in someone’s school bag?</p> <p>Can I write what is in my school bag in French?</p> <p>Can I understand what is in someone’s school bag?</p> <p>Can I translate a text about items in a school bag?</p> | <p>Key Knowledge:</p> <p>Physical:</p> <p>Can I locate the World’s famous mountains using latitude and longitude?</p> <p>Can I find out why the mountains of Olympus, Mauna Kea and Everest are so important?</p> <p>Can I explain how fold mountains are formed?</p> <p>Can I investigate the structure of a volcano?</p> <p>Can I describe the climate of a mountain environment?</p> <p>Can I describe the Himalayan Mountain Range?</p> <p>Human:</p> <p>Can I learn why the legend of Mallory and Irvine is the greatest unsolved mystery of mountaineering?</p> <p>Can I understand that climate change is such a challenge for locals? (Discussion)</p> <p>Map work:</p> <p>Can I find out why the mountains of Olympus, Mauna Kea and Everest are so important?</p> <p>Fieldwork:</p> <p>Can I find out what mountain ranges are local to us and why are they so important in terms of Geology and tourism?</p> <p><u>Vocabulary:</u></p> <p>Mountain, Longitude, Latitude, Tectonic Plates, Adjacent, Collide, Force, Magma, Altitude.</p> | <p>Cultural links: Nepalese soldiers in WW2 – link to adaptations due to climate.</p> <p>Significant Individuals: Hillary and Tenzing Norgay</p> <p>Key Knowledge:</p> <p>Can I describe how George Mallory might have been the first to climb Everest, stating arguments for and against this?</p> <p>Can I describe how Hillary and Norgay reached the peak of Everest and how historical factors influence this achievement?</p> <p>Black History</p> <p>Can I explain the significance Tenzing Norgay?</p> <p>Can I explain why black history is so important?</p> <p>Key Vocabulary:</p> <p>Bias, Exaggerate, Opinion, Decade, Myth, Evaluate, Corroborate, Archaeology, Notoriety, Scapegoat, Significance, Importance, Profundity, Quantity, Durability.</p> |
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| <u>Music</u> | <u>Physical Education</u> | <u>Personal, Social and Health Education</u> |
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| <p><u>Prior Learning/Knowledge:</u> Charanga Year 4 Original Scheme</p> <p><u>Focus:</u> Make You Feel My Love Fresh Prince of Bel Air</p> <p><u>Vocabulary:</u> Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p><u>(Charanga)</u> Listening and Responding to music: Can I demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning? Can I identify and describe a variety of contrasting feelings as they relate to music? Can I demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music?</p> | <p><u>Prior Learning/Knowledge:</u> Get Set for Education</p> <p><u>Focus:</u> Dance, Football, Golf, Netball</p> <p><u>Dance</u> <u>Vocabulary:</u> Actions, canon, choreograph, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison <u>Dance by Chance</u> Can I create a dance using a random structure and perform the actions showing quality and control? Can I understand how changing dynamics changes the appearance of the performance?</p> <p><u>Rock 'n' Roll</u> Can I copy and repeat movements in the style of Rock 'n' Roll? Can I work with a partner to copy and repeat actions in time with the music? Can I work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll?</p> <p><u>Football</u> <u>Vocabulary:</u></p> | <p>Using JIGSAW Scheme of Work <u>Prior Learning/Knowledge:</u> 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.</p> <p><u>Focus:</u> Dreams and Goals Healthy Me</p> <p><u>Vocabulary:</u> Dreams and Goals: dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career. profession, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship. communication, support, rallying, team work, Healthy Me: choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, media, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, pressure, debate, opinion, fact, choices, motivation</p> <p><u>Puzzle 3: Dreams and Goals</u> Can I understand that I will need money to help me achieve some of my dreams?</p> |

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Understanding and using the language of music:

Can I follow the instrumental part on the screen when playing instrumental parts? Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).
 Can I create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task?
 Can I make an informed decision as to which notes and expression to use when composing and improvising with the song?

Developing Performance Awareness and Skills:

Can I demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music?
 Can I demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing?
 3c: When planning, rehearsing, introducing and performing the song, Can I...?

- Understand and make connections between the music encountered and the Social Theme.
- Understand and apply learning from the Musical Spotlight.
- Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

Ball carrier, close down, create, decision, delay, opposition, possession, pressure, situation, sportsmanship, tactics, support, tournament
 Can I develop ways to move the ball and apply them to different situations?
 Can I send and receive under pressure?
 Can I communicate with my team, move into space and take the ball towards goal?
 Can I use defensive techniques to win possession?
 Can I apply defending tactics as a team?
 Can I use and apply skills, principles and tactics to a game situation?

Golf

Vocabulary:

Align, angle, chip, drive, force, grip, par, putt, shot, situation, stance
 Can I explore technique for hitting accurately over a short distance?
 Can I explore techniques for hitting over a short distance?
 Can I select and apply the correct technique for the situation?
 Can I explore the technique for a long game?
 Can I select the appropriate shot for the situation?
 Can I apply knowledge of rules and skills to design and compete in a tournament?

Netball

Can I investigate a range of jobs carried out by people I know and explore how much people earn in different jobs??
 Can I identify what job I would like to do when I grow up?
 Can I understand dreams and goals of people in other cultures?
 Can I understand that communicating with someone in a different culture means we can learn from each other?
 Can I encourage my peers to support young people here and abroad to support their aspirations?

Puzzle 4: Healthy Me

Can I understand the dangers of smoking?
 Can I understand the risks of alcohol?
 Can I 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?
 Can I know what makes a healthy lifestyle?

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| | <p><u>Vocabulary:</u> Accelerate, angle, create, drive, intercept, maintain, opposition, pressure, receiver, rebound, situation, sportsmanship, stance, support, technique, tournament</p> <p>Can I explore different passes and apply them to different situations? Can I develop movement skills to lose a defender in different situations? Can I communicate with my team, move into space and take the ball towards the goal? Can I defend an opponent and know when to try and intercept? Can I develop the shooting action under pressure? Can I use and apply skills, principles and tactics to a game situation?</p> | |
| <u>Religious Education</u> | <u>Computing</u> | <u>Meta-Cognition Session</u> |
| <p>Using Lincolnshire Agreed Syllabus</p> <p><u>Prior Learning/Knowledge:</u> (New syllabus this year) In Autumn term, children explored how Christians live their lives according to the Bible and how their beliefs are expressed in practice. Following previous syllabus: Y3 – Remembering - which focused on Festivals.</p> | <p><u>Prior Learning/Knowledge:</u></p> <p><u>Spreadsheets 4.3 (Year 4)</u></p> <p>Formula wizard Cell formatting Timer, random number and spin buttons Budget planner sheet Line graphs</p> | <p>WINK - What I Now Know about... Provide an 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</p> <p>Use knowledge and understanding:</p> <ul style="list-style-type: none"> • Build a model |

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Faith Founders - which focused on key figures and founders of modern religions. **Encounters** - which focused on what makes a place sacred.

Y4 - Children have explored - **What does it mean to belong to a faith?** in which a range of religions including Hinduism were explored. **What makes a hero?** explored faith members and the sense of community within faiths. **What do religions teach us about looking after the world?** focused on the appreciation for the world as shown by world religions.

Focus:

Being Human-Hinduism-Believing

Vocabulary:

Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Ahimsa, sadhus, sadhvi, avatars

Can I recap key Hindu beliefs?

Can I understand how Hindus reflect their beliefs in their daily lives?

Can I understand how karma drives the cycle of samsara and influences moral choices?

Can I understand the ways Hindus seek liberation (moksha) through dharma, meditation, and devotion?

Can I understand dharma and ahimsa?

Focus / Learning Questions:

Spreadsheets 5.3

Can I use formulae within a spreadsheet to convert measurements of length and distance?

Can I use the count tool to answer hypotheses about common letters in use?

Can I use a spreadsheet to model a real-life problem?

Can I use formulae to calculate area and perimeter of shapes?

Can I create formulae that use text Variables?

Can I use a spreadsheet to help plan a school cake sale?

Databases 5.4

Can I learn how to search for information in a database?

Can I contribute to a class database?

Can I create a database around a chosen topic?

Vocabulary:

- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation.

A Double Page Spread (A3) is to also be completed.

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Can I understand how Hindu beliefs influence the lives and achievements of contemporary individuals?

Being Human-Islam-Believing

Vocabulary:

Tawhid, Muslim, Abd, Khalifa, Prophet, Qur'an, Shariah, Sunnah, Shahdahn Salah, Zakat, Sawm, Ramadan, Hajj, Hadith, Ummah.

Can I explain what the Qur'an teaches Muslims about how they should treat others?

Can I explain how Muslim teachings guide the way Muslims act in the world?

Can I explain how Muslim beliefs expressed in practice?

Can I explain how beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?

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| <p>Rows Boxes running horizontally in a spreadsheet.</p> | <p>Spreadsheet A computer program that represents data in cells in a grid of rows and columns. Any cell in the grid may contain either data or a formula that describes the value to be inserted based on the values in other cells.</p> | <p>Columns Boxes running vertically in a spreadsheet.</p> |
| <p>Data A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.</p> | <p>Format The way that text looks. Formatting cells is helpful for interpreting a cell's contents for example you might want to format a cell to show a fraction e.g. 4 ½ or include units such as £ or \$.</p> | <p>Formula A group of letters, numbers, or other symbols which represents a scientific or mathematical rule. The plural of formula is formulae.</p> |
| <p>Advance mode A mode of 2Calculate in which the cells have references and can include formulae.</p> | <p>'How Many?' Tool Counts how many of a variable there are in a spreadsheet.</p> | <p>Formula Bar An area of the spreadsheet into which formulae can be entered using the '=' sign to open the formula.</p> |
| <p>Formula Wizard The wizard guides you in creating a variety of formulae for a cell such as calculations, totals, averages, minimum and maximum for the selected cells.</p> | <p>Variable Used in computing to keep track of things that can change while a program is running.</p> | <p>Totalling tool Adds up the value of every cell above it, next to it or diagonal to it according to which total tool is selected.</p> |