

**Medium Term Planning Year 5 Term 2 Infinity and Beyond**

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| **English** | **Maths** | **Science** | **History** |
| How do you write a non-chronological report?   1. To ask a range of questions about a subject 2. I can use the appropriate punctuation 3. I can use modal verbs 4. I can use conjunctions to explain 5. To write a non-fiction report (webpage) 6. I can group information in paragraphs 7. I can structure my report clearly using subheadings 8. I can write use conjunctions to link facts 9. To use a range of sentence types to create an advert 10. I can use a range of suffixes 11. I can use exclamations, commands, questions and statements 12. I can write in the second person 13. To use a range of noun phrases to write about a character 14. I can use abstract nouns 15. I can use noun + noun phrases 16. I can use a range of adjectives 17. To write a formal persuasive letter 18. I can use prefixes 19. I can use the subjunctive tone 20. I can use dashes for emphasis 21. ) To use a range of noun phrases to write about a character 22. I can use abstract nouns 23. I can use noun + noun phrases 24. I can use a range of adjectives 25. To write an informal letter 26. I can use a range of adjectives I can a use conditional sentence I can use contractions I can structure my letter appropriately 27. To write a diary entry 28. I can use a range of superlatives 29. I can use a range of adjectives 30. I can use contractions 31. I can write a flashback 32. To write a NASA official report 33. I can use formal verbs 34. I can use a range of adverbials of time 35. I can use technical language 36. To plan a newspaper opinion piece 37. I can provide a catchy headline 38. I can plan a range of adverbials of time 39. I can bullet point my reasons 40. To write a newspaper opinion piece 41. I can provide a catchy headline 42. I can use a range of adverbials of time 43. I can use a range of conjunctions to give reasons 44. To edit and redraft my work 45. I can reread my work with a particular focus 46. I can add relative clauses 47. I can include a range of parenthesis   **What is a memoir and how do you write them?**   1. To plan the memoir of a character 2. I can plan a range of adverbials of time 3. I can plan main events 4. I can plan feelings and adjectives 5. To write a memoir 6. I can write in first person 7. I can use a range of adjectives 8. I can use a range of (fronted) adverbials 9. To edit and redraft for cohesive device 10. I can edit for cohesion   **Can you write a diary entry?**   1. To make predictions about the theme and content of a narrative 2. I can identify familiar sounds 3. I can make connections to narratives I already know 4. ) To identify adjectives within a sentence and discuss alternative choices To identify appropriate synonyms 5. I can find a rule for where adjectives sit in a sentence 6. I can think of synonyms and rank them 7. ) To use subordinate clauses at the start of a sentence To use precise verbs to create cohesion and for effect 8. I can begin sentences with conjunctions 9. I can identify and edit word classes in a sentence 10. I can identify alternative verbs for movement 11. To write using the subjunctive mood for very formal writing 12. I can identify the verb in a sentence 13. I can use the infinitive of the verb 14. I can give advice 15. To use modal verbs to express the language of possibility 16. I can use would, might, could and should to create descriptions 17. I can use conjunctions to create subordination 18. I can use the passive voice 19. To write persuasively using questions, commands, statements and exclamations 20. I can identify words that begin question sentences 21. I can punctuate using !?. 22. To use relative clauses to add additional information 23. I can use parenthesis to create a parenthetical afterthought 24. I can add additional information 25. I can use relative pronouns 26. To empathise with and infer feelings of a character within a story 27. I can start sentences with emotional adjective 28. To use a variety of expanded noun phrases to describe 29. I can use ‘of’ to create a noun phrase 30. I can use ‘with’ to add detail 31. I can use ‘but’ to create opposites 32. To select and sequence key events in a narrative To use paragraphs to retell a known narrative 33. I can order events 34. I can make selections about the important events in a story 35. To develop a story plan by innovating ideas 36. I can order events in narrative 37. I can create a story plan 38. To use the progressive past tense to write multiclause sentences 39. I can write the opening of a story 40. I can create multi-clause sentences 41. I can use expanded nouns 42. I can manage shifts in formality 43. To use a variety of devices to describe a character 44. I can use different sentence forms 45. I can use modal verbs to express possibilities 46. I can manage shifts in formality 47. To use powerful verbs to express ideas in writing 48. I can identify verbs 49. I can write the end of a story 50. ) To use fronted adverbials to make links between paragraphs 51. I can make my paragraphs cohesive 52. To publish writing 53. I can choose the appropriate publishing tool | **Multiplication and Division**   * **Multiples, factors and common factors** * **Prime numbers, square numbers and cube numbers** * **Multiplying and dividing by 10, 100 and 100** * **Multiplying 4 by 1 digits** * **Multiplying 2 by 2 digits** * **Multiplying 3 by 2 digits** * **Multiplying 4 by 2 digits**   **Fractions, Decimals and Percentages**   * Equivalent fractions * Converting improper fractions to mixed numbers * Converting mixed numbers to improper fractions * Number sequences * Comparing and ordering fractions (1) * Comparing and ordering fractions (2) * Fractions as division (1) * Fractions as divisions (2) * Writing decimals (1) * Writing decimals (2) * Decimals as fractions (1) * Decimals as fractions (2) * Understanding thousandths * Writing thousandths as decimals * Ordering and comparing decimals (1) * Ordering and comparing decimals (2) * Rounding decimals * Understanding percentages * Percentages as fractions and decimals * Equivalent fractions, decimals and percentages   **Measure**   * Measuring perimeter * Calculating perimeter (1) * Calculating perimeter (2) * Calculating area (1) * Calculating area (2) * Comparing area * Estimating area * Metric units (1) * Metric units (2) * Metric units (3) * Metric units (4) * Imperial units of length * Imperial units of mass * Imperial units of capacity * Converting units of time * Timetables * Problem solving - measure | **SPACE AND EARTH**  **Physics**  **To understand the Earth’s movement in space**   * **Describe the movement of the Earth and other planets relative to the sun – *How does the Earth and other planets move around in space?*** * **Describe the movement of the moon relative to Earth – *Are the movements of Earth and the moon related?*** * **Describe the Earth, Sun and Moon as approximately spherical bodies – *What shape are the Earth, Sun and Moon?* Look at the theory of flat Earth.** * **Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. – *Why do we have night and day? Why does it change during different seasons?*** | **SPACE RACE**   * ***Why was there a ‘race’ for space?***   **To investigate and interpret the past**   * **Use suitable sources of evidence to deduce information about the past** * ***How did the Space Race shape modern space travel?***   **To investigate and interpret the past**   * **Seek and analyse a wide range of evidence in order to justify claims about the past** * ***Why are some versions of events different from others?***   **To investigate and interpret the past**   * **Show awareness of propaganda**   ***Will there be another space race?***  **To investigate and interpret the past**   * **Identify periods of rapid change** |

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| **Geography** | **Art** | **Design** | **Computing** | **MFL** | **RE** | **PSHE** | **Music** |
| ***Are there causes of ‘Natrual Disasters’?***  **To communicate geographically**   * **Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, Volcanoes, earthquakes and the water cycle.**   ***how are locations around the world changing (Global warming)?***   * **Describe how locations of the world are changing**   **Why do we have different hemispheres?**   * **Identify and describe geographical significance of northern and southern hemisphere.** | **To develop ideas**   * **Collect information, sketches and resources to present ideas – *Can you present your ideas?*** * **Sketch before painting – *Why do we sketch before painting?*** * **Combine visual and tactile qualities – *Can you create different visual and tactile effects?*** * **Use a variety of techniques to add interesting effects – *What ways can you improve a piece of art work to make it more interesting?*** | **To master practical skills**  **Construction**   * **Develop a range of practical skills to create products – *What skills are needed to create this product..?***   **To design, make, evaluate and improve**   * **Ensure products have a high quality finish – *How could this product be improved?*** | **To code**   * **Use a wide range of controls in order to create a game – *What do we need to make a game work?*** * **Use operators – *What is an operator and how does it effect a game?***   **To collect**   * **Select appropriate applications to devise, construct and manipulate data to present it in an effective and professional manner – *Can you collect a wide range of information and produce an effective presentation?*** | **All about me**   * ***How I’m feeling*** * ***My body*** * ***What’s the matter?*** * ***What are you doing?*** * ***What do I look like?*** | **Islam**   * ***How does Muslim worship and celebration build a sense of community?*** * ***How is Muslim worship expressed collectively?*** * ***How do Muslims show they belong?*** | **Celebrating differences**   * ***How are we different?*** * ***Does it matter if we are different?*** * ***What makes us different?*** * ***Does difference matter?*** | **To perform**   * ***Can you sing or perform a song?***   **To compose**   * ***Can you combine a variety of musical devices including melody, rhythm and chords?*** * ***Can you create your own song that has a verse and chorus?*** |