

**Medium Term Planning Year 5 Term 1 – Invaders and Settlers**

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| **English** | **Maths** | **Science** | **History** |
| * To write for a purpose (I can write purposefully) * To organise my writing (I can guide the reader using a range of organisational devices) * To vary sentence structures (I can vary the way sentences begin (DADWAVERS)) * To write for effect (I can use emotive language) * To organise my writing ?(I ca choose structure and features for my purpose and text types) * To write for effect (I can use quotations and reported speech) * To write for a purpose (I can plan, draft, edit and improve) * To use word classes accurately (I can use modal verbs to indicate degree of possibility) * To discuss, question and justify (I can justify and inferences with evidence) * To write for a purpose (I can note, develop and research ideas) * To organise my writing (I can write cohesively at length) * To organise my writing (I can choose the correct structure and features for my purpose and text type) * To write for a purpose (I can write using authorial devices) | Place Value   * I can understand numbers to 10,000 * I can round to the nearest 10, 100 and 1,000 * I can count in 10,000s, 1,000s, 100s, 10s and 1s (1) * I can count in 10,000s, 1,000s, 100s, 10s and 1s (2) * I can use the number line to 100,000 * I can compare and order numbers to 100,000 * I can Round numbers within 100,000 * I can understand roman numerals to 10,000 * I can count in 100,000s, 10,000s, 1,000s, 100s, 10s and 1s (1) * I can count in 100,000s, 10,000s, 1,000s, 100s, 10s and 1s (2) * I can use the number line to 1,000,000 * I can compare and order numbers to 1,000,000 * I can round numbers to a 1,000,000 * I can understand negative numbers * I can Count in 10s, 100s, 1,000s and 10,000s * I can understand and use number sequences | Biology –  To investigate living things  What is a life cycle? In what way is it continuous?  I can describe the different life cycles of mammals, amphibians, insects and birds  What is reproduction? What are the differences/similarities between plants and animals?  I can describe the process of reproduction in some plants and animals  Chemistry –  To investigate materials  How do you dissolve substances in liquids and then get them back?  I can understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution  What materials have irreversible and reversible changes?  I can use knowledge of solids, liquids and gases to decide how mixtures might be separated including filtering, sieving and evaporating  Physics –  To understand movement, forces and magnets  What is a magnet and what is it used for?  I can describe magnets as having two poles  I can predict whether two magnets will attract or repel  Where, around the world, are forces ‘in action’?  I can identify the effect of drag forces e.g. water resistance and friction  How can you change the effect of forces?  I understand that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | **Invaders and Settlers**  To build an overview of world history – Where does the Viking period sit on a time line?  I can compare the times I am studying to those I studied in previous years  To understand chronology - What changes did the Vikings make during their era?  I can describe the main changes in a period of history  I can identify periods of rapid change in history  To investigate and interpret the past - What is propaganda?  I can understand propaganda and how we must always look at the social context of the evidence we are looking at  I can use evidence to deduce information about the past  How do we ensure our sources are reliable?  I can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biased  Is Wikipedia the best place to find evidence?  I understand no single source of evidence will give the full answer to questions about the past  To build an overview of world history - What social, ethnic, cultural and religious diversity did the Vikings have?  I can describe the social, ethnic, cultural or religious diversity of past society  What were the Vikings like?  I can describe the characteristic features of the past  Ideas, beliefs, attitudes and experiences of men, women and children  To communicate historically  I can use appropriate historical vocabulary |

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| **Geography** | **Art** | **Design** | **Computing** | **MFL** | **RE** | **PSHE** | **Music** |
| **Europe by River**  To investigate places - What rivers do you know?  I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics  To investigate patterns – Why is the Earth changing?  I can describe how locations around the world are changing and explain some of the reasons for change  To communicate geographically - What is physical geography?  I can describe key aspects of physical geography  Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle  To communicate geographically – how did the Vikings change their landscape?  I can describe key aspects of human geography  Settlements, land use, economic activity, distribution of natural resources  To investigate patterns  I can identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and time zones  Why are some countries around the world similar?  I can understand some of the reasons for geographical similarities and differences between countries  Why are some countries different?  I can describe geographical diversity across the world and discuss how some regions are interconnected or interdependent  To communicate geographically - Can you find places on a map using compass points?  I can use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge about the UK and the world  What do you think a Viking settlement may have looked like?  I can create maps of locations  To investigate places ‘’  How does the River Slea shape the local area?  I can use different types of fieldwork to observe and measure the local area | To draw  How can you make a plain picture look interesting?  I can use a variety of techniques to add interesting effects  What techniques can you use to show: movement, perspective, shadows and reflection  I can use a choice of techniques to depict movement, perspective, shadows and reflection  Can you choose suitable styles for different themes?  I can choose a style of drawing suitable for the work  To sculpt  Can you sculpt a Viking warrior?  I can show lifelike qualities and real life proportions or abstract interpretations  I can use tools to carve and add shapes, texture and pattern  I can combine visual and tactile qualities  I can use frameworks to provide stability and form  To use digital media  Can you use photo shop to improve a photograph?  I can enhance digital media by editing | To master practical skills with materials  Can you design, make and evaluate a Viking Long ship?  I can cut materials with precision and refine the finish with appropriate tools  I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape  To master practical skills with construction  I can develop a range of practical skills to create products | To code  What effects does an ‘if, then, else’ condition have on a piece of coding?  How many different ways can you use an ‘if, then, else’ condition?  I can use if, then, else conditions to control events Create a game about invaders using If, Then and else conditions  To connect  How can you contact people on Google Classroom?  I can collaborate with others online on sites approved and moderated by teachers Participate in class webpage and google classroom  To collect  What is a database?  Can you create a database on a variety of animals?  I can devise and construct databases and present in an effective manner Create a database, which can store information about different animals as well as a key to follow. | To Listen attentively to spoken language and show understanding by joining in and responding  I can listen and show understanding of simple sentences containing familiar words through physical response  I can listen and understand the main points and some detail from short, spoken material in the target language | To explore how Christians worship and celebrate  What is Christianity?  How do Christians collectively express their beliefs?  I can explain how Christian belief is expressed collectively  What does the word worship mean?  How does collective worship create a sense of community?  I can explore how worship creates a sense of community | Being me in my world  How can you show resilience now we are back at school?  I can face new challenges positively and know how to set personal goals  Do you know your rights and responsibilities?  I understand my rights and responsibilities as a British citizen and a member of my school  How should you behave in school?  I can make choices about my own behaviour because I understand how rewards and consequences feel  I understand how an individual’s behaviour can impact on a group  What is a democracy? Do we have them in school? What does a democracy look like?  I understand how democracy and having a voice benefits the school community and know how to participate in this  Celebrating difference  What cultural conflicts have affected the UK?  I understand that cultural differences sometimes cause conflict  What is racism?  I understand what racism is  How do you feel when things are said about you?  I understand how rumour-spreading and name-calling can be bullying behaviours  I can explain the difference between direct and indirect types of bullying  How is the UK different to….?  I can compare my life with people in the developing world  What is it like living in…?  I can enjoy the experience of a culture other than my own | **Can you sing a song:**  **- in tune?**  **- at pace?**  **- individually?**  **- collectively?**  **- from memory?**  **Can you keep rhythm?** |