

Medium Term Plan

Spring Term 2024 - Year 5

Foundation Subjects

	Humanities	Art / D&T	R.E	Spanish	Music	P.E	PHSE / Life Skills	Computing
<p>W1</p> <p>WC 8.1.24</p>	<p><u>European Region</u></p> <p>Locate Europe on a world map and identify some of its characteristics.</p>	<p><u>Bread - DT</u></p> <p>To investigate and evaluate bread products according to their characteristics.</p>	<p><u>2.13 Why is prayer important for religious believers?</u></p> <p>To ask and respond to interesting questions surrounding prayer</p>	<p><u>¿Qué tiempo hace? (What Is the Weather?)</u></p> <p>In this lesson pupils will learn how to recognise and recall nine different phrases for describing weather in the foreign language.</p>	<p><u>Make You Feel My Love Appraise</u></p> <p>To confidently identify and move to the pulse</p> <p>To think about what the words of a song mean.</p> <p>To take it in turns to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p><u>Gymnastics: Counter Balance & Counter Tension</u></p> <p>To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.</p> <p><u>Tag Rugby (Invasion)</u></p> <p>To refine passing and moving to create an attack that results in a try.</p>	<p><u>Dreams and Goals</u></p> <p>Understand that I will need money to help me achieve some of my dreams</p> <p>Identify what I would like my life to be like when I am grown up.</p>	<p><u>Online Safety</u></p> <p>We are Responsible for Our Online Actions</p>
<p>W2</p> <p>WC 15.1.24</p>	<p><u>European Region</u></p> <p>Locate some of Europe's countries and capitals, and find out more about them.</p>	<p><u>Bread - DT</u></p> <p>To learn how bread products are an important part of a balanced diet and can be eaten in different ways.</p>	<p><u>2.13 Why is prayer important for religious believers?</u></p> <p>To identify similarities and differences between prayer in different Christian denominations and reflect on the significance of these</p>	<p><u>¿Qué tiempo hace? (What Is the Weather?)</u></p> <p>In this lesson pupils will further consolidate the nine different phrases introduced last lesson through a variety of consolidation activities.</p>	<p><u>Make You Feel My Love Sing</u></p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p><u>Gymnastics: Counter Balance & Counter Tension</u></p> <p>To transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.</p> <p><u>Tag Rugby (Invasion)</u></p> <p>To explore different passing styles (miss pass), which can be used to outwit defenders to score a try.</p>	<p><u>Dreams and Goals</u></p> <p>Know about a range of jobs carried out by people I know and explore how much people earn in different jobs</p> <p>Appreciate the contributions made by people in different jobs</p>	<p><u>We are Web Developers</u></p> <p>To understand the components of the school's network.</p>

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						To execute a miss pass understanding where, when and why this pass is used in a game.		
<p>W3</p> <p>WC</p> <p>22.1.24</p>	<p><u>European Region</u></p> <p>Explore different European cuisine. Suggested activity: Design and/or make a dish at home or at school.</p>	<p><u>Bread - DT</u></p> <p>To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects.</p>	<p><u>2.13 Why is prayer important for religious believers?</u></p> <p>To identify similarities and differences between prayer in different Christian denominations and reflect on the significance of these</p>	<p><u>¿Qué tiempo hace? (What Is the Weather?)</u></p> <p>In this lesson pupils will consolidate the nine key phrases for describing weather by completing an extended reading and listening task.</p>	<p><u>Make You Feel My Love</u></p> <p>Play instruments</p> <p>To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation. To rehearse and perform a part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p>	<p><u>Gymnastics: Counter Balance & Counter Tension</u></p> <p>To apply "excellent gymnastics" to pupils' developing sequences. Start with a counter balance on the apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.</p> <p><u>Tag Rugby (Invasion)</u></p> <p>To explore different passing styles (loop pass), which can be used to outwit defenders to score a try. To execute a loop pass understanding where, when and why this pass is used in a game.</p>	<p><u>Dreams and Goals</u></p> <p>Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p>	<p><u>We are Web Developers</u></p> <p>To understand how web pages are written in HTML.</p>

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<p>W4 WC 29.1.24</p>	<p><u>European Region</u> Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean.</p>	<p><u>Bread - DT</u> To be able to design a new bread product for a particular person or event.</p>	<p><u>2.13 Why is prayer important for religious believers?</u> To express views on the importance of prayer, relating them to relevant hadith</p>	<p><u>¿Qué tiempo hace? (What Is the Weather?)</u> In this lesson pupils will learn how to read a weather map as they will describe the weather in different parts of the country in the foreign language.</p>	<p><u>Make You Feel My Love</u> Improvisation Listen and sing back. Listen and play your own answer using one note. Take it in turns to improvise using one note.</p>	<p><u>Gymnastics: Counter Balance & Counter Tension</u> To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter tension. <u>Tag Rugby (Invasion)</u> To refine pupils' understanding of how we defend in tag rugby. To learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</p>	<p><u>Dreams and Goals</u> Describe the dreams and goals of young people in a culture different to mine Reflect on how these relate to my own</p>	<p><u>We are Web Developers</u> To plan a website.</p>
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<p>W5</p> <p>WC 5.2.24</p>	<p><u>European Region</u></p> <p>Compare and contrast news stories about the Mediterranean.</p>	<p><u>Bread - DT</u></p> <p>To be able to make bread based on a plan and design.</p>	<p><u>2.13 Why is prayer important for religious believers?</u></p> <p>To identify similarities and differences between a Christian, Muslim and Sikh prayer and the beliefs that they show.</p>	<p><u>¿Qué tiempo hace? (What Is the Weather?)</u></p> <p>In this lesson pupils will consolidate all vocabulary taught so far in the unit by pretending to be Spanish weather presenters.</p>	<p><u>Make You Feel My Love</u></p> <p>Composition Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol.</p>	<p><u>Gymnastics: Counter Balance & Counter Tension</u></p> <p>to apply "excellent gymnastics" to complete pupils sequences.</p> <p>Start with a counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence.</p> <p><u>Tag Rugby (Invasion)</u></p> <p>To develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring.</p>	<p><u>Dreams and Goals</u></p> <p>Understand that communicating with someone in a different culture means we can learn from each other Identify a range of ways that we could support each other appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>	<p><u>We are Web Developers</u></p> <p>To create content collaboratively for a website.</p> <p>To add relevant links and media to their pages.</p>
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<p>W6 WC 12.2.24</p>	<p><u>European Region</u> Compare life in Athens with my life and my local area.</p>	<p><u>Bread - DT</u> To be able to evaluate a finished product.</p>	<p><u>2.13 Why is prayer important for religious believers?</u> To use investigational skills in order to be able to describe and suggest reasons why people may or may not choose to pray.</p>	<p><u>¿Qué tiempo hace? (What Is the Weather?)</u> In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.</p>	<p><u>Make You Feel My Love Performance</u> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with and what they would change and why.</p>	<p><u>Gymnastics: Counter Balance & Counter Tension</u> To perform completed sequences. One pair at a time will perform and their partner pair will complete the assessment sheet. <i>Teacher assessment</i> <u>Tag Rugby (Invasion)</u> To bring together the suggested sequence of learning into a level 1 tournament.</p>	<p><u>Dreams and Goals</u> Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship Understand why I am motivated to make a positive contribution to supporting others</p>	<p><u>We are Web Developers</u> End of unit assessment.</p>
<p>Half Term 19.02.24</p>								

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<p>W7</p> <p>WC 26.2.24</p>	<p><u>The Maya Civilisations</u></p> <p>To use evidence to reach conclusions about the lives of the Maya in the past and the present.</p>	<p><u>Chinese Art</u></p> <p>To explore the themes, styles and colours of traditional Chinese art.</p>	<p><u>2.14 What do religions say to us when life gets hard?</u></p> <p>Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.</p>	<p><u>¿Tienes una mascota? (Do You Have a Pet?)</u></p> <p>In this lesson pupils will learn how to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.</p>	<p><u>Fresh Prince of Bel Air Appraise</u></p> <p>To confidently identify and move to the pulse To think about what the words of a song mean. To take it in turns to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p><u>Dance: The Greeks</u></p> <p>To interpret and respond to music creating dances using compositional principles. To use expressive vocabulary to enhance movement quality and dynamics during dance.</p> <p><u>Dodgeball</u> To develop pupils' understanding of why we might block a ball thrown towards us during a game.</p>	<p><u>Healthy Me</u></p> <p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>	<p><u>We are Architects</u></p> <p>To explore existing art galleries and identify their features and characteristics.</p> <p><u>Online Safety</u></p> <p>We are Protecting Our Online Reputation</p>
<p>W8</p> <p>WC 4.3.24</p>	<p><u>The Maya Civilisations</u></p> <p>To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.</p>	<p><u>Chinese Art</u></p> <p>To explore the theme of dragons in Chinese art.</p>	<p><u>2.14 What do religions say to us when life gets hard?</u></p> <p>Explore ways in which religions help people to cope in times of difficulty, e.g. giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other and comfort one another, opportunities to celebrate together.</p>	<p><u>¿Tienes una mascota? (Do You Have a Pet?)</u></p> <p>In this lesson pupils will progress to learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.</p>	<p><u>Fresh Prince of Bel Air Sing</u></p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p><u>Dance: The Greeks</u></p> <p>To work with a partner and continue to use expressive vocabulary to enhance movement quality and dynamics. To interpret and respond to music, creating dances using compositional principles.</p> <p><u>Dodgeball</u> To consolidate pupils' catching</p>	<p><u>Healthy Me</u></p> <p>Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p>	<p><u>We are Architects</u></p> <p>To create a virtual structure using SketchUp</p>

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						and understanding of why we need to catch during a game.		
<p>W9</p> <p>WC</p> <p>11.3.24</p>	<p><u>The Maya Civilisations</u></p> <p>To know and understand why religion was important to the Maya.</p>	<p><u>Chinese Art</u></p> <p>To find out about and study the Four Gentleman.</p>	<p><u>2.14 What do religions say to us when life gets hard?</u></p> <p>Explore Christian ways of understanding 'wisdom' literature of the Bible, e.g. the story of Job, for dealing with suffering Focus on beliefs and practices around death and bereavement:</p>	<p><u>¿Tienes una mascota? (Do You Have a Pet?)</u></p> <p>In this lesson pupils will be introduced to the structure 'that is called' in the foreign language, to allow them to introduce their pets.</p>	<p><u>Fresh Prince of Bel Air</u></p> <p>Play instruments To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation. To rehearse and perform a part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p>	<p><u>Dance: The Greeks</u></p> <p>To create movement in pairs using improvisation, to select and choreograph ideas into a sequence. To use their bodies to perform technical movements with control and balance and good dynamics.</p> <p><u>Dodgeball</u> To consolidate pupils' understanding and application of where we throw and why we need to throw with accuracy and power.</p>	<p><u>Healthy Me</u></p> <p>Know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations Know how to keep myself calm in emergencies</p>	<p><u>We are Architects</u></p> <p>To build a virtual gallery using SketchUp</p>

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<p>W10 WC 18.3.24</p>	<p><u>The Maya Civilisations.</u></p> <p>To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was.</p>	<p><u>Chinese Art</u></p> <p>To find out about and replicate Chinese calligraphy.</p> <p>To find out about the Terracotta Army.</p>	<p><u>2.14 What do religions say to us when life gets hard?</u></p> <p>Christian beliefs about life after death, including ideas of heaven, Judgement, salvation through Jesus; funeral practices;</p>	<p><u>¿Tienes una mascota? (Do You Have a Pet?)</u></p> <p>In this lesson pupils will be introduced to negative structures in the foreign language, as they will be expected to say which animals they do not have as pets.</p>	<p><u>Fresh Prince of Bel Air</u></p> <p>Improvisation Listen and sing back. Listen and play your own answer using one note. Take it in turns to improvise using one note.</p>	<p><u>Dance: The Greeks</u></p> <p>To extend dance skills by using more complex interacting movements and actions and incorporate apparatus. To add drama and emotion to their dance.</p> <p><u>Dodgeball</u> To explore basic attacking tactics applying them into game situations.</p>	<p><u>Healthy Me</u></p> <p>Understand how the media, social media and celebrity culture promotes certain body types Reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p>	<p><u>We are Architects</u></p> <p>To add furniture to a virtual gallery.</p>
<p>W11 WC 25.3.24</p>	<p><u>The Maya Civilisations</u></p> <p>To be able to provide valid reasons why the Maya disappeared around 900 AD.</p> <p>To reach a conclusion about whether the Maya are a significant society and should be remembered.</p> <p>Unit Quiz</p>	<p><u>Chinese Art</u></p> <p>To find out about and recreate porcelain of the Ming dynasty.</p>	<p><u>2.14 What do religions say to us when life gets hard?</u></p> <p>Beliefs of at least one other religion about life after death, e.g. Muslim ideas about recording angels; Judgment Day, Jannah/Paradise; funeral practices; Sikh ideas of reincarnation and mukti;</p> <p>Some answers given by non-religious beliefs about suffering, life after death and what matters most, y e.g.</p>	<p><u>¿Tienes una mascota? (Do You Have a Pet?)</u></p> <p>In this lesson pupils will be expected to use the conjunction 'but' to make their sentences more complex and interesting in the foreign language.</p> <p>End of unit assessment</p>	<p><u>Fresh Prince of Bel Air</u></p> <p>Composition + Performance Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics</p>	<p><u>Dance: The Greeks</u></p> <p>To experience dancing in an opening ceremony. To create a performance which will included stage presence, timing, rhythm and sustaining character.</p> <p><u>Dodgeball</u> To explore basic defensive tactics applying them into game situations.</p> <p>To explore where the best places are to stand on the</p>	<p><u>Healthy Me</u></p> <p>Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures Respect and value my body.</p> <p>Be motivated to keep myself healthy and happy</p>	<p><u>We are Architects</u></p> <p>To hang and create art in a virtual gallery.</p>

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			there no afterlife, humans are responsible for making this life the best they can.		and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol.	court to reduce the chances of our opponents hitting us with the ball. To bring together the suggested sequence of learning into a level 1 tournament.		
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