

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>WRITING : Composition Link- Geography - Rainforest Science - Living things and their habitats Untaught Y4 Content</p>	<p><u>Vocabulary Jungle Book.</u></p> <p><u>LO: To know key facts about the Jungle Book.</u></p> <p>Outcome: to discuss and research Rudyard Kipling</p> <p><u>LO: To extract key information (DVD).</u></p> <p>Outcome: to make notes from watching The Jungle Book</p> <p><u>LO: To understand key vocabulary</u></p> <p>Outcome: to match definitions with correct vocabulary.</p>	<p><u>Discussion Jungle Book.</u> <u>'Should Mowgli leave the jungle?'</u></p> <p><u>LO: to know how to structure a debate</u></p> <p>Outcome: To plan a debate based on Jungle Book</p> <p><u>LO: to know how to take part in a debate</u></p> <p>Outcome: To participate in a debate on Jungle Book</p> <p><u>LO: To be able to identify features of a discussion text.</u></p> <p>Outcome: to annotate and explain features of a discussion text.</p>	<p><u>Discussion Jungle Book.</u> <u>'Should Mowgli leave the jungle?'</u></p> <p><u>LO: to organise information into effective a plan.</u></p> <p>Outcome: To plan a discussion (both sides of the argument).</p> <p><u>LO: to be able to write presenting different viewpoints</u></p> <p>Outcome: To draft/write a discussion based on Jungle Book.</p> <p><u>LO: to be able to use present tense and formal language</u></p> <p>Outcome: To edit and improve writing.</p>	<p><u>Explanation Life Cycles of Animals</u></p> <p><u>LO: to be able to identify the features of a life cycle</u></p> <p>Outcome: Introduction into life cycles of an animal</p> <p><u>LO: to be able to identify the features of an Explanation text</u></p> <p>Outcome: to annotate and explain features of an explanation text.</p> <p><u>LO: to be able to use time connectives effectively</u></p> <p>Outcome: To identify and use time connectives in an Explanation text</p>	<p><u>Explanation Life Cycles of Animals</u></p> <p><u>LO: to be able to write in chronological order.</u></p> <p><u>LO: to be able to summarise</u></p> <p>Outcome: to write draft of explanation text</p> <p><u>LO: to be able to write in the present tense</u></p> <p><u>LO: to be able to write using subject specific language</u></p> <p>Outcome: Edit draft explanation text</p> <p><u>LO: to be able to organise writing in an appropriate format</u></p> <p>Outcome: write up explanation text</p>	<p><u>Assessment:</u></p> <p><u>Comp Paper</u></p> <p><u>Big Write</u> Discussion - should children have to wear a school uniform</p>

<p>Links:</p>	<p><u>En5/1a</u> <u>Listen and respond appropriately to adults and their peers.</u></p>	<p><u>En5/1d</u> <u>Articulate and justify answers, arguments and opinions.</u></p> <p><u>En5/1k</u> <u>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</u></p>	<p><u>En5/3.3a</u> <u>Plan their writing by:</u> <u>- Identifying the audience for and purpose of the writing.</u> <u>- Noting and developing initial ideas.</u></p> <p><u>Draft and write by:</u> <u>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</u> <u>- Using further organisational and presentational devices to structure text.</u></p>	<p><u>LO: to be able to make effective notes from research</u></p> <p>Outcome: to research a mammal's lifecycle and create notes in a plan</p> <p><u>En5/3.3a</u> <u>Plan their writing by:</u> <u>- Identifying the audience for and purpose of the writing.</u> <u>- Noting and developing initial ideas.</u></p> <p><u>Draft and write by:</u> <u>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</u> <u>- Using further organisational and presentational devices to structure text.</u></p>	<p>with appropriate diagrams</p> <p><u>En5/3.3a</u> <u>Plan their writing by:</u> <u>- Identifying the audience for and purpose of the writing.</u> <u>- Noting and developing initial ideas.</u></p> <p><u>Draft and write by:</u> <u>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</u> <u>- Using further organisational and presentational devices to structure text.</u></p>	
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<p>WRITING : VGP Word/text Level</p> <p>* Untaught † Y4 Content</p>	<p><u>Plurals*</u></p> <p><u>L.O. Understand the grammatical difference between plural and possessive - s</u></p> <p>OUTCOME: Sentence level activities. Class/group games.</p> <p><i>En3/3.4a</i> <i>Develop their understanding of the concepts set out in <u>Appendix 2</u></i></p>	<p><u>Tense</u></p> <p><u>L.O. To use a consistent verb tense.</u></p> <p>Present/past/future</p> <p>OUTCOME: Sentence level activities. Class/group games.</p> <p><i>En4/3.4a</i> <i>Develop their understanding of the concepts set out in <u>Appendix 2</u></i></p> <ul style="list-style-type: none"> - Correct tense choices. 	<p><u>Tense</u></p> <p><u>L.O. To use a consistent verb tense.</u></p> <p>Present/past/future</p> <p>OUTCOME: Sentence level activities. Class/group games.</p> <p><i>En4/3.4a</i> <i>Develop their understanding of the concepts set out in <u>Appendix 2</u></i></p> <ul style="list-style-type: none"> - Correct tense choices. 	<p><u>Tense</u></p> <p><u>L.O. To use a consistent verb tense.</u></p> <p>Past regular/irregular</p> <p>OUTCOME: Sentence level activities. Class/group games.</p> <p><i>En4/3.4a</i> <i>Develop their understanding of the concepts set out in <u>Appendix 2</u></i></p> <ul style="list-style-type: none"> - Correct tense choices. <p>Link- Literacy-Diary</p>	<p><u>Tense</u></p> <p><u>L.O. To use a consistent verb tense.</u></p> <p>Past regular/irregular</p> <p>OUTCOME: Sentence level activities. Class/group games.</p> <p><i>En4/3.4a</i> <i>Develop their understanding of the concepts set out in <u>Appendix 2</u></i></p> <ul style="list-style-type: none"> - Correct tense choices. <p>Link- Literacy-Diary</p>	<p><u>Tense</u></p> <p><u>L.O. To use a consistent verb tense.</u></p> <p>Perfect form - present and past (have/has)</p> <p>OUTCOME: Sentence level activities. Class/group games.</p> <p><i>En5/3.4a</i> <i>Develop their understanding of the concepts set out in <u>Appendix 2</u></i></p> <ul style="list-style-type: none"> - Correct tense choices. - Using the perfect form of verbs to mark relationships of time and cause.
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<p>Class novel study Links: En5/2.2a <i>Maintain positive attitudes to reading and an understanding of what they read</i></p>	<p>Reading Vipers Class Texts:</p> <ul style="list-style-type: none"> - The London Eye Mystery. - Skellig <p>Vocabulary:</p> <ul style="list-style-type: none"> - Give/explain the meaning of words in context. <p>Infer:</p> <ul style="list-style-type: none"> - Make inference from the text/ explain and justify using evidence from the text <p>Explain:</p> <ul style="list-style-type: none"> - Identify/explain how information/narrative content is related and contributes to the meaning as a whole. - Identify/explain how meaning is enhanced through choice of words and phrases. - Make comparisons within the text. <p>Retrieve:</p> <ul style="list-style-type: none"> - Retrieve and record key information/details from fiction and non-fiction. <p>Summarise:</p> <ul style="list-style-type: none"> - Summarise main ideas from more than one paragraph. 					
<p>Spelling <i>Across all weeks: Y4 Statutory Words</i></p>	<p>Plural endings -s/es</p>	<p>Ending -cian</p>	<p>Ending -ssion</p>	<p>Words with endings sounding like "zuh"</p>	<p>The suffix -ous Simple, add the -ous to root word.</p>	<p>The suffix -ous. Root word not obvious</p>

Maths core	<u>Equivalent Fractions</u>	<u>Equivalent Fractions</u>	<u>Shape</u>	<u>Shape</u>	<u>Adding Fractions</u>	<u>Subtracting Fractions</u>
	<p>Power Maths Book 5B Unit 8</p> <p><u>LO: to be able to identify equivalent fractions</u></p> <p><u>LO: to be able to convert improper fractions to mixed numbers</u></p> <p><u>LO: to be able to convert mixed numbers to improper fractions</u></p> <p>Ma5/2.4c Recognise mixed numbers and</p>	<p>Power Maths Book 5B Unit 8</p> <p><u>LO: To be able to compare and order fractions</u></p> <p><u>LO: To be able to compare and order fractions</u></p> <p><u>LO: To understand fractions as division</u></p> <p><u>LO: To understand fractions as division</u></p> <p>Ma5/2.4a Compare and order fractions whose</p>	<p>Power Maths Book 5C Unit 13</p> <p><u>LO: To be able to measure the degrees in an angle</u></p> <p><u>LO: To be able to measure angles with a protractor</u></p> <p><u>LO: To be able to measure angles with a protractor</u></p> <p><u>LO: To be able to draw lines and angles accurately</u></p> <p>Ma5/3.2b Know angles are measured in</p>	<p>Power Maths Book 5C Unit 13</p> <p><u>LO: to be able to calculate angles on a straight line</u></p> <p><u>LO: to be able to calculate angles on a straight line (consolidate)</u></p> <p><u>LO: to be able to calculate angles around a point</u></p> <p><u>LO: to be able to calculate angles around a point</u></p> <p>Ma5/3.2d Identify:</p>	<p>Power Maths Book 5B Unit 9</p> <p><u>LO: to be able to add fractions (1)</u></p> <p><u>LO: to be able to add fractions (2)</u></p> <p><u>LO: to be able to add fractions (3)</u></p> <p><u>LO: to be able to add fractions (Reasoning)</u></p> <p>Ma5/2.4d Add and subtract fractions with the</p>	<p>Power Maths Book 5B Unit 9</p> <p><u>LO: to be able to subtract fractions (1)</u></p> <p><u>LO: to be able to subtract fractions (2)</u></p> <p><u>LO: to be able to subtract fractions (3)</u></p> <p><u>LO: to be able to subtract fractions (Reasoning)</u></p> <p>Ma5/2.4d Add and subtract fractions with the same denominator</p>

	<i>improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number..</i>	<i>denominators are all multiples of the same number..</i>	<i>degrees: estimate and compare acute, obtuse and reflex angles.</i> Ma5/3.2c <i>Draw given angles, and measure them in degrees (°).</i>	<i>Angles at a point and 1 whole turn (total 360°). - Angles at a point on a straight line and half a turn (total 180°).</i>	<i>same denominator and denominators that are multiples of the same number.</i>	<i>and denominators that are multiples of the same number.</i>
Maths Y4 catch up	<p><u>Activity 1</u> Measuring triangles and investigating properties. <i>L.O: To identify triangle properties.</i></p> <p><i>Outcome: Know the different properties of triangles.</i></p> <p><u>Activity 2</u> Nine-pin Triangles (maths.org) How many different triangles can you make on a circular pegboard that has nine pegs? <i>L.O: To identify different types of triangles.</i></p>	<p><u>Activity 1</u> Dividing a grid into symmetrical sections <i>L.O: To identify symmetrical shapes.</i></p> <p><i>Outcome: Know if shapes are symmetrical.</i></p> <p><u>Activity 2</u> Identifying sides and angles <i>L.O: To identify symmetrical properties of different shapes.</i></p> <p><i>Outcome: Identify the different properties of shapes.</i></p> <p><u>Activity 3</u> Identifying shapes and parallel lines.</p>	<p><u>Activity 1</u> Identifying and naming different types of angles. <i>L.O: To identify different types of angles.</i></p> <p><i>Outcome: Identify the different angles, their names and properties.</i></p> <p><u>Activity 2</u> Ordering angles by their size. <i>L.O: To identify and order different types of angles.</i></p> <p><i>Outcome: Identify and order the different angles, their names and properties.</i></p> <p><u>Activity 3</u> Estimate the type of angle.</p>	<p><u>Activity 1</u> Labelling angles types. <i>L.O: To identify different types of angles.</i></p> <p><i>Outcome: Identify the different angles, their names and properties.</i></p> <p><u>Activity 2</u> Identifying types of angles and labelling them. <i>L.O: To identify different types of angles.</i></p> <p><i>Outcome: Identify the different angles, their names and properties.</i></p> <p><u>Activity 3</u> Identifying types of angles and labelling them.</p>	<p><u>Activity 1</u> How many lines of symmetry in regular shapes. <i>L.O: To identify lines of symmetry and properties of different shapes.</i></p> <p><i>Outcome: Identify the different lines of symmetry and properties of shapes</i></p> <p><u>Activity 2</u> Identifying lines of symmetry in letters of the alphabet. <i>L.O: To identify lines of symmetry and properties of different letters.</i></p> <p><i>Outcome: Identify the different lines of symmetry and properties of letters</i></p>	<p><u>Activity 1</u> Completing shapes from a given half. <i>L.O: To identify lines of symmetry and complete shapes using symmetry.</i></p> <p><i>Outcome: Identify the different lines of symmetry and complete shapes using symmetry.</i></p> <p><u>Activity 2</u> Completing drawings using symmetry. <i>L.O: To identify lines of symmetry and complete shapes using symmetry.</i></p> <p><i>Outcome: Identify the different lines of symmetry and complete shapes using symmetry.</i></p>

	<p><i>Outcome: Know the different properties of triangles.</i></p> <p>Activity 3 Cut it Out (maths.org) Dissecting equilateral triangles. <i>L.O: To identify equilateral triangles.</i></p> <p><i>Outcome: Know the properties of an equilateral triangle.</i></p> <p>Activity 4 Spot the shapes within a shape <i>L.O: To identify the properties of different types of shapes.</i></p> <p><i>Outcome: Know the properties of different shapes..</i></p> <p>Ma4/3.2a Compare and classify geometric shapes, including</p>	<p><i>L.O: To identify parallel lines in shapes.</i></p> <p><i>Outcome: Know how to identify parallel lines.</i></p> <p>Activity 4 Understanding types of parallelograms and trapeziums <i>L.O: To identify properties of parallelograms and trapeziums.</i></p> <p><i>Outcome: to identify the properties of different shapes.</i></p> <p>Ma4/3.2a Compare and classify geometric shapes, including</p>	<p><i>L.O: To estimate different types of angles.</i></p> <p><i>Outcome: Identify and estimate different angles, their names and properties.</i></p> <p>Activity 4 Labelling angles types. <i>L.O: To identify different types of angles.</i></p> <p><i>Outcome: Identify the different angles, their names and properties.</i></p> <p>Ma4/3.2b Identify acute and obtuse angles and compare and order angles up to</p>	<p><i>L.O: To identify different types of angles.</i></p> <p><i>Outcome: Identify the different angles, their names and properties.</i></p> <p>Activity 4 Identifying types of angles and labelling them. <i>L.O: To identify different types of angles.</i></p> <p><i>Outcome: Identify the different angles, their names and properties.</i></p> <p>Ma4/3.2b Identify acute and obtuse angles and compare and order angles up to</p>	<p>Activity 3 Identifying lines of symmetry in pentaminoes. <i>L.O: To identify lines of symmetry and properties of different nets.</i></p> <p><i>Outcome: Identify the different lines of symmetry and properties of nets</i></p> <p>Activity 4 Identifying how many lines of symmetry in different shapes. <i>L.O: To identify lines of symmetry and properties of different shapes.</i></p> <p><i>Outcome: Identify the different lines of symmetry and properties of shapes</i></p> <p>Ma4/3.2c Identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>Activity 3 Deciding if shapes are symmetrical. True or false. <i>L.O: To identify lines of symmetry.</i></p> <p><i>Outcome: Identify the different lines of symmetry.</i></p> <p>Activity 4 Create the other half of the butterfly. <i>L.O: To identify lines of symmetry and complete shapes using symmetry.</i></p> <p><i>Outcome: Identify the different lines of symmetry and complete shapes using symmetry.</i></p> <p>Ma4/3.2d Complete a simple symmetric figure with respect to a specific line of symmetry.</p>
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Y5 Medium Term Planning: Spring 1 2020-2021

	quadrilaterals and triangles, based on their properties and sizes	quadrilaterals and triangles, based on their properties and sizes	2 right angles by size	2 right angles by size		
<p>Calculation</p> <p><i>Taken from Y4 missed KIRF objectives and the Lowfield number fluency grids. Y5</i></p>	<p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)</p> <p>KS2 Maths Invaders - Mathsframe</p> <p>Know multiplication and division facts for all times tables up to 12 x 12.</p> <p>Ma4/2.3a</p>	<p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)</p> <p>Know multiplication and division facts for all times tables up to 12 x 12.</p> <p>Ma4/2.3a</p>	<p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)</p> <p>Know multiplication and division facts for all times tables up to 12 x 12.</p> <p>Ma4/2.3a</p>	<p>Know all 2-digit pairs that total 100.</p> <p><i>Ma2/2.2b related</i></p> <p>Know multiplication and division facts for all times tables up to 12 x 12.</p> <p>Ma4/2.3a</p>	<p>Know all 2-digit pairs that total 100.</p> <p><i>Ma2/2.2b related</i></p> <p>Know multiplication and division facts for all times tables up to 12 x 12.</p> <p>Ma4/2.3a</p>	<p>Know all 2-digit pairs that total 100.</p> <p><i>Ma2/2.2b related</i></p> <p>Know multiplication and division facts for all times tables up to 12 x 12.</p> <p>Ma4/2.3a</p>
<p>Science</p>	<p>To identify features of mammals.</p> <p>To compare and contrast the life cycle of humans with those of</p>	<p>To explain that migration is part of the life cycle of many birds. (Look at Spring Watch videos)</p>	<p>To compare similarities and differences between a variety of animal lifecycles.</p>	<p>To draw flower diagram and label with scientific terms for plant reproductive organs</p>	<p>To create plant lifecycle - large diagrams - visual explanation text</p>	<p>To plant seeds/bulb and return to see life cycle in action over course of term.</p>

Y5 Medium Term Planning: Spring 1 2020-2021

	<p>other mammals, e.g. dogs/ rainforest mammals - Jaguar - sloth.</p> <p>To explain that there are two unusual mammals that lay eggs - duck-billed platypus</p> <p>To compare that the main difference in the life cycles of mammals & birds is that mammals give birth to live young.</p> <p>Curriculum links</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>To create a bird life cycle with explanations using iPads</p> <p>Curriculum links</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>To graph life expectancies in different animals.</p> <p>To compare gestation period in different animals</p> <p>Curriculum links</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>To identify how plants reproduce.</p> <p>Curriculum links</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>	<p>Curriculum links</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>	<p>Curriculum links</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>
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<p>PHSE</p>	<p><u>Keeping Healthy</u></p> <p>To identify healthy lifestyle choices.</p> <p><u>Policy Link:</u> Children need to: Know and understand a healthy lifestyle. Link to Healthy Eating DT.</p>	<p><u>Keeping Healthy</u></p> <p>To identify healthy lifestyle choices.</p> <p><u>Policy Link:</u> Children need to: Know and understand a healthy lifestyle. Link to Healthy Eating DT.</p> <p>Healthy eating Resources PHE School Zone</p>	<p><u>Keeping Healthy</u></p> <p>To investigate how exercise affects health (heart rate).</p> <p><u>Policy Link:</u> Children need to: Know and understand a healthy lifestyle. Link to Healthy Eating DT.</p>	<p><u>Going for Goals</u></p> <p>To identify the skills and attributes of an effective learner.</p> <p><u>Policy Link:</u> Children need to: - become active members of the classroom community.</p>	<p><u>Going for Goals</u></p> <p>To develop the skills and attributes of an effective learner.</p> <p><u>Policy Link:</u> Children need to: - become active members of the classroom community. - practise essential skills. - develop positive attitudes.</p>	<p><u>Going for Goals</u></p> <p>Goal Setting: Link to future aspirations.</p> <p><u>Policy Link:</u> Children need to: - become active members of the classroom community. - practise essential skills. - develop positive attitudes.</p>
<p>PE (Indoor)</p>	<p>Bones <u>L.O: To know the function and types of bones in the human body.</u></p> <p>OUTCOME: Information work as a whole group,</p>	<p>Joints <u>L.O: To know the types of joints, and how they move in the human body.</u></p> <p>OUTCOME: Information work as a whole group,</p>	<p>Muscles <u>L.O: To know the types of muscles, and how they move the human body.</u></p> <p>OUTCOME: Information work as a whole group,</p>	<p>Circulation <u>L.O: To know the types of blood vessels, their function and how they move blood around the human body.</u></p> <p>OUTCOME: Information work as a whole group,</p>	<p>Respiration <u>L.O: To know how air is moved into and out of the human body.</u></p> <p>OUTCOME: Information work as a whole group,</p>	<p>Health/fitness <u>L.O: To know how to stay healthy and how to keep fit.</u></p> <p>OUTCOME: Information work as a whole group,</p>

Y5 Medium Term Planning: Spring 1 2020-2021

	then small group work to answer, discuss questions and feedback to class, ending with correct information given to the questions.	then small group work to answer, discuss questions and feedback to class, ending with correct information given to the questions.	then small group work to answer, discuss questions and feedback to class, ending with correct information given to the questions.	then small group work to answer, discuss questions and feedback to class, ending with correct information given to the questions.	then small group work to answer, discuss questions and feedback to class, ending with correct information given to the questions.	then small group work to answer, discuss questions and feedback to class, ending with correct information given to the questions.
PE (Outdoor)	<p><u>Outdoor and Adventurous Activities</u></p> <p>Map/ orienteering skills</p> <p>Reading maps</p> <p>Orientation activities: circle maps</p> <p><u>Curriculum Links:</u> PE2/1.1e</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>Map/ orienteering skills</p> <p>Ordinance survey maps and questions</p> <p><u>Curriculum Links:</u> PE2/1.1e</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>Problem solving activities:</p> <p>Letters game</p> <p>Points game</p> <p>Team challenges</p> <p><u>Curriculum Links:</u> PE2/1.1e</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>Problem solving activities:</p> <p>Team challenges</p> <p>Cross the swamp activities</p> <p><u>Curriculum Links:</u> PE2/1.1e</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>Problem solving activities:</p> <p>Team challenges</p> <p>Cross the swamp activities</p> <p><u>Curriculum Links:</u> PE2/1.1e</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p><u>Outdoor and Adventurous Activities</u></p> <p>Problem solving activities:</p> <p>Team challenges</p> <p>Cross the swamp activities</p> <p><u>Curriculum Links:</u> PE2/1.1e</p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>

	<p><i>Ge2/1.4b</i> <i>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</i></p>	<p><i>Ge2/1.4b</i> <i>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</i></p>				
<p>RE</p> <p>Year 5: Worship and sacred places:</p> <p>Where, how and why do people worship?</p> <p>Investigating places of worship in Sheffield and Yorkshire.</p>	<p>L.O. To investigate religious symbols, rituals and texts.</p> <p>Activity: Sorting religious symbols and rituals.</p> <p>Outcome: Understanding the significance of symbols and rituals to each faith.</p>	<p>L.O. To investigate holy buildings for Judaism, Sikhism and Hinduism.</p> <p>(To understand key features of buildings and items in the buildings.)</p> <p>Activity: Each complete a jigsaw piece with important information about their assigned religious building.</p> <p>Outcome: An awareness of how religious buildings express the</p>	<p>L.O. To investigate holy buildings for, Buddhism, Christianity and Islam.</p> <p>(To understand key features of buildings and items in the buildings.)</p> <p>Activity: Each complete a jigsaw piece with important information about their assigned religious building.</p> <p>Outcome: An awareness of how</p>	<p>L.O. To locate buildings for each religion in Sheffield.</p> <p>Activity: Each group to research a particular building and create a group poster.</p> <p>Outcome: An awareness of places of worship and religions within their local community.</p>	<p>L.O. To locate buildings for each religion in Sheffield.</p> <p>Activity: Each group to research a particular building and create a group poster.</p> <p>Outcome: An awareness of places of worship and religions within their local community.</p>	<p>L.O. To present our findings on local religious buildings.</p> <p>Activity: Each group will do a short presentation to the class, followed by a Q&A.</p> <p>Outcome: Present their findings about local religious buildings clearly and thoughtfully.</p>

	<p>Curriculum links To pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);</p> <p>To consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use</p>	<p>beliefs of each religion.</p> <p>Curriculum links To consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs (B1);</p>	<p>express the beliefs of each religion.</p> <p>Curriculum links To consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs (B1);</p>	<p>Curriculum links To pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);</p>	<p>Curriculum links To pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);</p>	<p>Curriculum links To discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1).</p>
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	of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs (B1) ;					
<p>Topic</p> <p>Link to Living Things and their Habitats. Science.</p>	<p><u>Rainforest Mapping</u></p> <p>L.O. To use an atlas/map to locate the world's rainforest.</p> <p>To identify geographical features including the Equator, Tropic of Cancer and Tropic of Capricorn.</p> <p>Activity: Exploring rainforests of</p>	<p><u>Rainforest Characteristics.</u></p> <p>L.O. To identify the different layers of the rainforest.</p> <p>Activity: Fact sorting activity and diagram of the layers.</p> <p>Outcome: An understanding of the rainforest biome and the different layers of a rainforest.</p>	<p><u>Rainforest Characteristics.</u></p> <p>L.O. To identify the characteristics of the rainforest layers and the animals that live there.</p> <p>Activity: Create a fact file about an animal that lives in the rainforest.</p> <p>Outcome: A deeper</p>	<p><u>Rainforest Communities.</u></p> <p>L.O. To investigate land use in the Amazon Rainforest.</p> <p>Activity: Complete a deforestation consequences mind map.</p> <p>Outcome: An understanding of land use in the Amazon Rainforest and an awareness of</p>	<p><u>Rainforest Communities.</u></p> <p>L.O. To understand economic activity including trade links and Fairtrade.</p> <p>Activity: Fairtrade supply chain and wages activity.</p> <p>Outcome: An awareness of how natural resources from the Amazon</p>	<p><u>Rainforest Comparisons.</u></p> <p>L.O. To make comparisons between South America with the UK.</p> <p>Activity: Research South America and the UK using a range of media and present the similarities and differences.</p> <p>Outcome: An understanding of the</p>

	<p>the world through various media and labelling rainforest, equator and the Tropics of Cancer and Capricorn on a map.</p> <p>Outcome: To know where rainforests are in the world and identify the Tropics of Cancer and Capricorn.</p>		<p>understanding of the characteristics of each layer of rainforest and the animals that occupy it.</p>	<p>the consequences of deforestation.</p>	<p>Rainforest are traded and of Fairtrade.</p>	<p>differences and similarities in human and physical geography between South America and the UK.</p>
	<p>Curriculum links Ge2/1.1c <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</i></p>	<p>Curriculum links Ge2/1.3a <i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</i></p>	<p>Curriculum links Ge2/1.3a <i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</i></p>	<p>Curriculum links Ge2/1.3b <i>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</i></p>	<p>Curriculum links Ge2/1.3b <i>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</i></p>	<p>Curriculum links Ge2/1.1a <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key</i></p>

Y5 Medium Term Planning: Spring 1 2020-2021

	<p><i>Arctic and Antarctic Circle etc.</i></p> <p>Ge2/1.4a <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>	<p><i>earthquakes, and the water cycle.</i></p>	<p><i>earthquakes, and the water cycle.</i></p>	<p><i>natural resources including energy, food, minerals and water</i></p>	<p><i>natural resources including energy, food, minerals and water</i></p>	<p><i>physical and human characteristics, countries, and major cities</i></p>
Computing						