

Year 5 - Spring 1 MTP 2019

Phased Learning Journey	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Trips: Anglo Saxon workshop – in school</i>						
<p>Maths</p> <p>Taken from KPI's and optional SATs analysis</p>	<p>Fractions, Decimals and Percentages</p> <p>KPI's</p> <p>Identify multiples and factors pairs of a number and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Add and subtract fractions with different denominators and mixed numbers.</p>	<p>Fractions, Decimals and Percentages</p> <p>KPI's</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $+ = = 1$]</p> <p>solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Area and Perimeter Shapes/Compound shapes Addition Multiplication KPI's</p> <p>Recognise and use square numbers and cube and the notation for squared (2) and cubed (3).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiply, squares and cubes.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>Area and Perimeter</p> <p>KPI's</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p>	<p>Assessment Week</p> <p>Filling gaps</p>	<p>Statistics</p> <p>Reading graphs/timetables Conversions KPI's</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>solve problems involving converting between units of time</p> <p>complete, read and interpret information in tables, in including timetables.</p>
<p>Sentence construction/</p>	<p>To use embedded clauses. Teach commas for clauses using</p>	<p>Begin to teach creative openings such as 'ing' 'ed' and more sophisticated 'ly' words.</p>	<p>Begin to teach rhetorical questions to the reader. To use if and when</p>	<p>Persuasive phrases Formal language</p>	<p>Similes Metaphors Expanded nouns Personification</p>	<p>Similes Metaphors Expanded nouns Personification</p>

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	<p>vocabulary.</p> <p>Teach longer sentences for detail and shorter sentences for effect</p> <p>To teach fronted adverbials</p> <p>To continue to teach direct speech punctuation</p> <p>To teach ellipsis for suspense</p>	<p>To use when and if openers.</p> <p>To teach the use of verb and adjectives start sentences. embedded clauses'</p> <p>Teach commas for clauses using vocabulary "for a pause in a sentence", "where there is a pause after an opening word or phrase" and "to separate extra information"</p>	<p>conjunctions to extend.</p> <p>Begin to teach other adverbs that indicate degree or possibility</p>	<p>Cohesion</p> <p>Fronted adverbials</p> <p>Technical Vocabulary</p>	<p>Adjectives</p>	<p>Figurative language</p>
English	<p>Language and Literacy Unit 5 – Dragon Slayer.</p> <p>Read and create mythical tales set in ancient China.</p>	<p>Language and Literacy Unit 5 – Dragon Slayer.</p> <p>Read and create mythical tales set in ancient China.</p>	<p>Language and Literacy Unit 5 – Dragon Slayer.</p> <p>Read and create mythical tales set in ancient China.</p>	<p>Language and Literacy Unit 5 – Dragon Slayer.</p> <p>Write a report on how to slay a mythical monster.</p>	<p>Language and Literacy Unit 5 – Dragon Slayer.</p> <p>Write a report on how to slay a mythical monster.</p>	<p>Language and Literacy Unit 5 – Dragon Slayer.</p> <p>Write a report on how to slay a mythical monster.</p>
Science Differences	<p>Compare and group together everyday</p>	<p>To observe and explain that liquids evaporate and form</p>	<p>Know that some materials will dissolve in liquid to</p>	<p>Know that some materials will dissolve</p>	<p>Explain that some changes result in the</p>	<p>Explain that some changes result in the</p>

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<p>between materials</p>	<p>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>gases which flow easily from place to place</p> <p>Skills to make relevant observations to draw conclusions indicating whether these match any prediction made</p> <p>To know that condensation is when a gas turns to a liquid</p> <p>To know that condensation is the reverse of evaporation, to make careful observations and draw conclusions explaining these in terms of scientific knowledge and understanding</p> <p>Skill: to make observations</p>	<p>form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Provide reasoned justifications for their views.</p>	<p>formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Provide reasoned justifications for their views.</p>
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		and comparisons of relevant features in a variety of contexts;				
Topic Anglo-Saxons	To know when the Anglo-Saxon era took place Look at artefacts related to era	To know when and how the Anglo-Saxons came to Britain – rulers. How did this impact our lives? Compare to modern day Britain and focus on 1066.	To understand the lifestyle of the Anglo-Saxons and how this has changed over time. Link to jobs, punishment, medicine and food.	To write a recount of the Anglo Saxon Day. Create a board game.	To explore the art and culture of Anglo-Saxons. Create Anglo Saxon jewellery	To explore the art and culture of Anglo-Saxons. Create Anglo Saxon jewellery.
RE Special People	To understand what we mean by 'beliefs'. Explore the ideas of belief and what they believe.	To understand how Christians express their beliefs. Focus on the idea of charity and love in Christian practice.	To understand how Christians express their beliefs. Focus on the life and work of Mother Theresa.	To understand how Muslims express their beliefs. Explore the concept of zakat and sadaqat in Islam.	To understand how Jews express their beliefs. Focus on the main rituals and rites of passage in Judaism.	
PSCHE Citizenship	To understand why & how rules and laws that protect themselves &	To understand why different rules are needed in different situations and	To realise the consequences of antisocial and aggressive behaviours, such as	To research, discuss and debate topical issues, problems and events	To understand that everyone has human rights, all peoples and all societies and that	To understand that these universal rights are there to protect everyone and have

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	others are made and enforced.	to understand how to take part in making & changing rules	discrimination on individuals and communities.	concerning health and wellbeing and offer their recommendations to appropriate people.	children have their own special rights set out in the United Nations Declaration of the Rights of the Child.	primacy both over national law and family and community practices.
<p>ICT</p> <p>Focus:</p> <p>Use Media to create music to create atmosphere and drama.</p> <p>Focus on beat, rhythm and harmony.</p>	<p>Explore the music maker functions on Purple Mash</p>	<p>To plan and research information to produce a basic piece of music with a focus on beat, rhythm and harmony.</p>	<p>Edit and improve their piece of music with a focus on beat, rhythm and harmony.</p>	<p>To plan and research information to produce a basic piece of music with a focus on beat, rhythm and harmony.</p> <p>The music should build tension and drama.</p>	<p>To evaluate their piece of music with a focus on beat, rhythm and harmony.</p> <p>The music should build tension and drama.</p>	<p>Share the music produced with other children in the year group and evaluate their work.</p>