

Tadpole Farm CE Primary Academy - Year 5 Medium Term Planning 23/24

Term 1 - Why does the world need rainforests?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Key Dates	Monday - LEAP Day		Open School Events				(3 days) Mon - Music Afternoon Weds - Digital Literacy Afternoon
Maths	White Rose Maths Y5(v3) - Place Value Small Steps: 1) Roman numerals to 1,000 2) Numbers to 10,000 3) Numbers to 100,000 4) Numbers to 1,000,000	White Rose Maths Y5(v3) - Place Value Small Steps: 5) Read and write numbers to 1,000,000 6) Powers of 10 7) 10, 100, 1,00, 10,000, 100,00 more or less 8) partition numbers to 1,00,000	White Rose Maths Y5(v3) - Place Value Small Steps: 9) Number lines 1,000,000 10) Compare and order numbers to 100,000. 11) Compare and order numbers to 1,000,000 12) Round to the nearest 10, 100 and 1,000.	White Rose Maths Y5(v3) - Place Value Small Steps: 13) Round within 100,000. 14) Round within 1,000,000. White Rose Maths Y5(v3) -Addition and Subtraction Small Steps: 1) Mental strategies 2) Add whole numbers with more than four digits.	White Rose Maths Y5(v3) -Addition and Subtraction Small Steps: 3) Subtract whole numbers with more than four digits. 4) Round to check answers. 5) Inverse operations (addition and subtraction) 6) Multi-step addition and subtraction problems.	White Rose Maths Y5(v3) -Addition and Subtraction Small Steps: 7) Compare calculations 8) Find missing numbers. White Rose Maths Y5(v3) -Multiplication and Division Small Steps: 1) Multiples 2) Common multiples	White Rose Maths Y5(v3) -Multiplication and Division Small Steps: 3) Factors 4) Common factors Note: continue multiplication and division in Term 2.
Writing (inc.PaG)							
Spelling	Recap of mixed spellings pattern from previous years Spellings: optician pyramid trouble country incomplete peace piece vein weigh parachute		Recap from prior years Spellings: redecorate mention position weather whether obvious completion mountainous tongue scheme		Words ending in -able and - ably Spellings: adorable adorably applicable applicably considerable considerably tolerable tolerably capable knowledgeable		
		Recap from prior years Spellings: illuminate admiration		STAT LIST – Random Spellings: accompany amateur bargain		All words practised at random this half term and then assessed on the last day.	

		foundation forgotten gardening great grate fascinate expression possession		bruise community competition explanation guarantee individual prejudice			
WCR	<p>Land of Roar</p> <p>VIPERS Focus: Predict - front cover and blurb.</p> <p>LO: I can predict what might happen in the book based on clues given on the front cover and the blurb.</p> <p>VIPERS Focus: Retrieve - read Chapters 1 and 2.</p> <p>LO: I can retrieve information from the text.</p> <p>https://docs.google.com/presentation/d/1uiGQnw9aaM4lCCNv2aC7EEjK_NJkXMQ-4HjtGzZaMEM/edit#slide=id.p</p>	<p>Land of Roar</p> <p>VIPERS Focus: Retrieve - read Chapters 3 and 4.</p> <p>LO: I can retrieve information from the text. <i>Include non-fiction text to practise skills.</i></p> <p>https://docs.google.com/presentation/d/1uiGQnw9aaM4lCCNv2aC7EEjK_NJkXMQ-4HjtGzZaMEM/edit#slide=id.p</p>	<p>Land of Roar</p> <p>VIPERS Focus: Retrieve - read Chapters 5 and 6.</p> <p>LO: I can retrieve information from the text. <i>Include poetry text to practise skills.</i></p> <p>https://docs.google.com/presentation/d/1uiGQnw9aaM4lCCNv2aC7EEjK_NJkXMQ-4HjtGzZaMEM/edit#slide=id.p</p>	<p>Land of Roar</p> <p>VIPERS Focus: Vocabulary - read Chapters 7, 8, 9 and 10.</p> <p>LO: I can define vocabulary from the text. <i>Include non-fiction text to practise skills.</i></p> <p>https://docs.google.com/presentation/d/1uiGQnw9aaM4lCCNv2aC7EEjK_NJkXMQ-4HjtGzZaMEM/edit#slide=id.p</p>	<p>Land of Roar</p> <p>VIPERS Focus: Vocabulary - read Chapters 11 and 12.</p> <p>LO: I can define vocabulary from the text. <i>Include poetry text to practise skills.</i></p> <p>VIPERS Focus: NA - read Chapters 13 and 14.</p> <p>LO: I can use descriptive language. <i>(Label the image at the end of chapter 14 with descriptive words/phrases).</i></p> <p>https://docs.google.com/presentation/d/1uiGQnw9aaM4lCCNv2aC7EEjK_NJkXMQ-4HjtGzZaMEM/edit#slide=id.p</p>	<p>Land of Roar</p> <p>VIPERS Focus: Infer - read Chapters 15, 16, 17 and 18.</p> <p>LO: I can infer using evidence from the text.</p> <p>https://docs.google.com/presentation/d/1uiGQnw9aaM4lCCNv2aC7EEjK_NJkXMQ-4HjtGzZaMEM/edit#slide=id.p</p>	<p>Land of Roar</p> <p>VIPERS Focus: Infer - read Chapters 19, 20, 21 and 22.</p> <p>LO: I can infer using evidence from the text.</p> <p>https://docs.google.com/presentation/d/1uiGQnw9aaM4lCCNv2aC7EEjK_NJkXMQ-4HjtGzZaMEM/edit#slide=id.p</p>
Science	<p>Living things and their habitats Snap Science - Lesson 1</p> <p>Key Question: What is a life cycle?</p> <p>LO: I can compare the life cycles of different animals.</p> <p>https://drive.google.com/drive/u/1/ folders/1RK0cn1Oyq</p>	<p>Living things and their habitats Snap Science - Lesson 2</p> <p>Key Question: What do we know about the life cycles of mammals?</p> <p>LO: I can define what a mammal is and describe its life cycle.</p> <p>https://drive.google.com/drive/u/1/ folders/1RK0cn1Oyq</p>	<p>Living things and their habitats Snap Science - Lesson 3</p> <p>Key Question: What do we know about the life cycles of amphibians?</p> <p>LO: I can define an amphibian and describe its life cycle.</p> <p>https://drive.google.com/drive/u/1/ folders/1RK0cn1Oyq</p>	<p>Living things and their habitats Snap Science - Lesson 4</p> <p>Key Question: What do we know about the life cycles of insects?</p> <p>LO: I can define what insects are and describe the different types of life cycles,</p>	<p>Living things and their habitats Snap Science - Lesson 5</p> <p>Key Question: What do we know about the life cycles of birds?</p> <p>LO: I can define what a bird is and describe its life cycle.</p> <p>https://drive.google.com/drive/u/1/ folders/1RK0cn1Oyq</p>	<p>Living things and their habitats Snap Science - Lesson 6</p> <p>Key Question: What makes a successful life cycle?</p> <p>LO: I can create a life cycle for an imaginary animal that will help to ensure its long-term success.</p>	<p>Living things and their habitats Catch up time / evaluation / assessment</p>

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RE	<p>What do religions say to us when life gets hard? Swindon Syllabus - Lesson 1</p> <p>Key Question: What do some people think carries on after we have died?</p> <p>LO: I know what some people think carries on after we have died.</p> <p>https://docs.google.com/presentation/d/1ntJw2znQFd0XHHOUfHKTfbi8p0EVEKWJoydzTglykUw/edit#slide=id.p</p>	<p>What do religions say to us when life gets hard? Swindon Syllabus - Lesson 2</p> <p>Key Question: What is reincarnation?</p> <p>LO: I know that some people believe that you come back to life as a different thing, reincarnation.</p> <p>https://docs.google.com/presentation/d/1ntJw2znQFd0XHHOUfHKTfbi8p0EVEKWJoydzTglykUw/edit#slide=id.p</p>	<p>What do religions say to us when life gets hard? Swindon Syllabus - Lesson 3</p> <p>Key Question: Do you get to heaven if you do things wrong?</p> <p>LO: I can describe the impact for a Christian and/or a Muslim, of a belief in Judgement.</p> <p>https://docs.google.com/presentation/d/1ntJw2znQFd0XHHOUfHKTfbi8p0EVEKWJoydzTglykUw/edit#slide=id.p</p>	<p>What do religions say to us when life gets hard? Swindon Syllabus - Lesson 4</p> <p>Key Question: What do people who don't believe in God think happens when we die?</p> <p>LO: I can describe how not believing in life after death might make a difference to how someone lives.</p> <p>https://docs.google.com/presentation/d/1ntJw2znQFd0XHHOUfHKTfbi8p0EVEKWJoydzTglykUw/edit#slide=id.p</p>	<p>What do religions say to us when life gets hard? Swindon Syllabus - Lesson 5</p> <p>Key Question: What different ideas are there about what happens when we die?</p> <p>LO: I can identify the different beliefs about what happens when we die.</p> <p>https://docs.google.com/presentation/d/1ntJw2znQFd0XHHOUfHKTfbi8p0EVEKWJoydzTglykUw/edit#slide=id.p</p>	<p>What do religions say to us when life gets hard? Swindon Syllabus - Lesson 6</p> <p>Key Question: What do I believe about life after death?</p> <p>LO: I can identify my own beliefs about life after death.</p> <p>https://docs.google.com/presentation/d/1ntJw2znQFd0XHHOUfHKTfbi8p0EVEKWJoydzTglykUw/edit#slide=id.p</p>	<p>What do religions say to us when life gets hard? Catch up time / evaluation / assessment</p>
Geography	<p>Why does the world need rainforests? Lesson 1</p> <p>Key Question: Where are the rainforests located?</p> <p>LO: I can identify and label where the rainforests of the world are located.</p> <p>More Detail: https://docs.google.com/document/d/1kWRQeL5ed9a0</p>	<p>Why does the world need rainforests? Lesson 2</p> <p>Key Question: What are the layers of the rainforest?</p> <p>LO: I can identify and describe the layers of the rainforest.</p> <p>More Detail: https://docs.google.com/document/d/1kWRQeL5ed9a0</p>	<p>Why does the world need rainforests? Lesson 3</p> <p>Key Question: What is the climate like in the rainforest?</p> <p>LO: I can compare the climate of the rainforest to the climate of the UK.</p> <p>More Detail: https://docs.google.com/document/d/1kWRQeL5ed9a0</p>	<p>Why does the world need rainforests? Lesson 4</p> <p>Key Question: Which animals live in the rainforest?</p> <p>LO: I can explore animals that live in the rainforest and why they are suited to their habitat.</p> <p>More Detail: https://docs.google.com/document/d/1kWRQeL5ed9a0</p>	<p>Why does the world need rainforests? Lesson 5</p> <p>Key Question: Who lives in the rainforest?</p> <p>LO: I can compare the lives of those who live in the rainforest to our lives.</p> <p>More Detail: https://docs.google.com/document/d/1kWRQeL5ed9a0</p>	<p>Why does the world need rainforests? Lesson 6</p> <p>Key Question: Why is the rainforest under threat?</p> <p>LO: I can explore and explain why the rainforest is under threat.</p> <p>More Detail: https://docs.google.com/document/d/1kWRQeL5ed9a0</p>	<p>Why does the world need rainforests? Catch up time / evaluation / assessment</p>

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Art/DT	<p>Medium: Sculpture Artist: Andy Goldsworthy</p> <p>Step 1: Artist Research</p> <p>LO: I can research the artist Andy Goldsworthy and his work.</p> <p>https://docs.google.com/presentation/d/1K5Z4tyWx5NSgpHcFAOBceMP1aQj_fVKnMBwuaH2bpsM/edit#slide=id.g13702da3fe7_0_21</p>	<p>Medium: Sculpture Artist: Andy Goldsworthy</p> <p>Step 2: Exploration of Artist Inspiration</p> <p>LO: I can explore what has inspired Andy Goldsworthy.</p> <p>https://docs.google.com/presentation/d/1K5Z4tyWx5NSgpHcFAOBceMP1aQj_fVKnMBwuaH2bpsM/edit#slide=id.g13702da3fe7_0_21</p>	<p>Medium: Sculpture Artist: Andy Goldsworthy</p> <p>Step 3: Working in the style of an artist</p> <p>LO: I can work in the style of Andy Goldsworthy.</p> <p>https://docs.google.com/presentation/d/1K5Z4tyWx5NSgpHcFAOBceMP1aQj_fVKnMBwuaH2bpsM/edit#slide=id.g13702da3fe7_0_21</p>	<p>Medium: Sculpture Artist: Andy Goldsworthy</p> <p>Step 4: Final Piece Plan - moodboards, test page)</p> <p>LO: I can plan my final piece: a nature loom.</p> <p>https://docs.google.com/presentation/d/1kWRQeL5ed9q0j5fglkD8KQ2d90lsptJ97YFgBI3Tet8/edit</p>	<p>Medium: Sculpture Artist: Andy Goldsworthy</p> <p>Step 5: Final Piece in response to an artist</p> <p>LO: I can create my final piece: a nature loom.</p> <p>https://docs.google.com/presentation/d/1kWRQeL5ed9q0j5fglkD8KQ2d90lsptJ97YFgBI3Tet8/edit</p>	<p>Medium: Sculpture Artist: Andy Goldsworthy</p> <p>Step 6: Project evaluation / reflection</p> <p>LO: I can evaluate and reflect on my Andy Goldsworthy project.</p> <p>https://docs.google.com/presentation/d/1K5Z4tyWx5NSgpHcFAOBceMP1aQj_fVKnMBwuaH2bpsM/edit#slide=id.g13702da3fe7_0_21</p>	<p>Medium: Sculpture Artist: Andy Goldsworthy</p> <p>Catch up time / evaluation / assessment</p>
Computing	<p>Purple Mash Computing Scheme of Work Unit 5.1 Coding</p> <p>Lesson 1: Coding Efficiently</p>	<p>Purple Mash Computing Scheme of Work Unit 5.1 Coding</p> <p>Lesson 2: Simulating a physical system</p>	<p>Purple Mash Computing Scheme of Work Unit 5.1 Coding</p> <p>Lesson 3: Decomposition and Abstraction</p>	<p>Purple Mash Computing Scheme of Work Unit 5.1 Coding</p> <p>Lesson 4: Friction and Functions</p>	<p>Purple Mash Computing Scheme of Work Unit 5.1 Coding</p> <p>Lesson 5: Introducing Strings</p>	<p>Purple Mash Computing Scheme of Work Unit 5.1 Coding</p> <p>Lesson 6: Text Variables and Concatenation</p>	Digital Literacy Responsibilities and Support when Online
Music	Singing Worship to cover some objectives	Singing Worship to cover some objectives	Singing Worship to cover some objectives	Singing Worship to cover some objectives	Singing Worship to cover some objectives	Singing Worship to cover some objectives	<p>Charanga Unit 1: Melody and Harmony in Music</p> <p>Step 1: Ghost Parade (Part 1) Step 2: Ghost Parade (Part 2) Step 3: Words Can Hurt (Part 1) Step 4: Words Can Hurt (Part 2) Step 5: Joyful, Joyful Step 6: Assessment Checkpoint</p>

<p>PSHE</p>	<p>Jigsaw Puzzle 1: Being me in my world.</p> <p>Puzzle Piece 1: My Year Ahead</p> <p>Puzzle Outcomes: I can face new challenges positively and know how to set personal goals.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I know what I value most about my school and can identify my hopes for this school year.</p>	<p>Jigsaw Puzzle 1: Being me in my world.</p> <p>Puzzle Piece 2: Being Me in Britain</p> <p>Puzzle Outcomes: I understand my rights and responsibilities as a British citizen.</p> <p>I can empathise with people in this country whose lives are different to my own.</p>	<p>Jigsaw Puzzle 1: Being me in my world.</p> <p>Puzzle Piece 3: Year 5 Responsibilities</p> <p>Puzzle Outcomes: I understand my rights and responsibilities as a British citizen and a member of my school .</p> <p>I can empathise with people in this country whose lives are different to my own.</p>	<p>Jigsaw Puzzle 1: Being me in my world.</p> <p>Puzzle Piece 4: Rewards and Consequences</p> <p>Puzzle Outcomes: I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand that my actions affect me and others.</p>	<p>Jigsaw Puzzle 1: Being me in my world.</p> <p>Puzzle Piece 5: Our Learning Charter</p> <p>Puzzle Outcomes: I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p>	<p>Jigsaw Puzzle 1: Being me in my world.</p> <p>Puzzle Piece 6: Owning our Learning Charter</p> <p>Puzzle Outcomes: I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>Jigsaw Puzzle 1: Being me in my world.</p> <p>Catch up time / evaluation / assessment</p>
<p>PE</p>	<p>See PE Overview - Coached by Sam Wood</p>						
<p>MFL</p>	<p>See French Overview - Taught by Myriam Phillipon</p>						