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| Year 5 – Spring B - Medium Term Plan | | | | | | | | |
|  | Week 1 | | Week 2 | Week 3 | | Week 4 | | Week 5 |
| Events |  | |  |  | |  | |  |
| Wider Experiences |  | |  |  | |  | |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | |  | How does learning about material changes connect with the amazing things we believe in, like miracles?  (Science) | | How do sacred spaces reflect the beliefs and values of their respective cultures?  (Topic) | |  |
| Guided Reading | A Brush with Trouble  Bedrock Vocabulary | | | | | | | |
| Independent Questions | Imelda & the Horned Owl | | Poems About Words | Facts About Hurricanes! | | The Oak And The Linden Tree | | Cora And The King |
| SPaG | / |  | | | |  | | |
| Writing | **King of the Sky**  **Final Write-** Prequel  **The old man and his pigeons.**  **Write in the first person and in the past tense.** | **Kensuke’s Kingdom**  **Paragraph 1**  **Paragraph 2**  **Final Write**- A Hidden Diary Entre | | | | | | |
| Math’s | Decimals and Percentages | | | | Perimeter and Area | | Statistics | |
| RE | Unit 6: Sacrifice (Lent) | | | Unit 5: Memorial (Eucharist) | | | | |
| Science | **Properties and Changes of Materials**  *Cover Sheet*  **Properties of Materials**  LO: To compare materials according to their properties  **Keeping Cool**  LO: To investigate thermal conductors and insulators  Working scientifically:  plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Working scientifically:  record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Working scientifically:  identify scientific evidence that has been used to  support or refute ideas or arguments | | **Properties and Changes of Materials**  **Brighter Bulbs- *Plan***  LO: To plan my investigation  Working scientifically:  plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  **Brighter Bulbs – *Investigate***  LO: To Investigate  Working scientifically:  record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | **Properties and Changes of Materials**  **Brighter Bulbs -*Review***  LO: To review my investigation  Working scientifically:  identify scientific evidence that has been used to  support or refute ideas or arguments  **Disappearing or Dissolving?**  LO: To identify which materials will dissolve. | | **Properties and Changes of Materials**  **Separating Mixtures**  LO: To understand the different processes to separate mixtures of materials  **Irreversible Changes**  **LO:** To identify and explain irreversible chemical changes | | **Properties and Changes of Materials** |
| Topic | **The Ancient Sumer Civilisation**  Cover sheet +  -Map  -Draw a map of the Sumer then  Have a key- mountains, features, places,  Have a Question- Why do you think they settled there?  Get them to mention longitude and latitude in their answer – they were able to settle because of the river. (Climate zones, river, vegetation belt, trade links,)  **LO: To understand the human and physical geography of The Sumer**  Geography  -Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)  History  Begin to offer explanations about why people in the past acted as they did. | | **The Ancient Sumer Civilisation**  Timeline  -Create a timeline with our previous learning- Romans, Egyptians, Tudors,  - write a paragraph describing what was going on in Britain during the Sumer civilisation (eg. Stone age, lifestyle..)  **LO: To understand when the Ancient Sumerians lived.**     History  -Develop an increasingly secure knowledge of history, local British and world.  -Record knowledge in a variety of ways , using dates and key terms appropriately. | **The Ancient Sumer Civilisation**  Trade/inventions  Write a speech on why it is good to be a Sumerian  Pretend you have time-travelled to the future and see how the things you have invented are helping people in the future  **LO: To understand how the Ancient Sumerians invented things which impact modern-day life**  History  *Give reasons why some events, people or developments are seen as more significant than others*  Religion  A paragraph on what are monotheistic and polytheistic religions. Link to Sumerians being polytheistic and Anglo-Saxons, also link to Christianity and Islam with monotheistic  **LO: To understand how religion was practised in Sumer**  History  Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual  Use correct terminology to describe events in the past.  Begin to offer explanations about why people in the past acted as they did. | | **The Ancient Sumer Civilisation**  Research  Research using a variety of sources to explain what it was, why was it important, key features  Then explain what sources they used to find the answers.  **LO: To research a Ziggurat temple**  History  Select sources independently and give reasons for choices  Construct and organise responses by selecting and organising relevant historical data  Begin to offer explanations about why people in the past acted as they did  Design  Begin the design of their temple- annotate the design- why  **LO: To design a Ziggurat temple**  **D+T**  Develop a design specification to guide their thinking  Generate innovative ideas, drawing on research. | | **The Ancient Sumer Civilisation**  Make their product  Use block craft to create their temple looking back at their plan.  **LO: To build a Ziggurat temple.**  **D+T**  Compare ideas to original design specification  Develop prototypes  **Evaluate**  Screenshots of product from different angles  Chn to explain how it went, what went well, EBI  **LO: To evaluate the product**  **D+T**  **-Use a design criteria to evaluate their completed products**  **-Compare their ideas and products to their design specification** |
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| **Music** | **Trombone** | | **Trombone** | **Trombone** | | **Trombone** | | **Trombone** |