



Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 1 2023 - 2024

Articles covered from UNCRC: 3, 12, 13, 14, 15, 17, 19, 23, 24, 27, 28, 29, 30, 31, 38, 39

	WEEK 1 w/c 4.9.23	WEEK 2 w/c 11.9.23	WEEK 3 w/c 18.9.23	WEEK 4 w/c 25.9.23	WEEK 5 w/c 2.10.23	WEEK 6 w/c 9.10.23	WEEK 7 w/c 16.10.23
LEAD TEXT/TOPIC	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo	Beowulf by Michael Morpurgo
ENGLISH Genres	See weekly plan SPaG , handwriting, sentence writing and comprehension skills LI: To be able to use my English skills knowledge.	See weekly plan Character description – Geatish warrior Link to Beowulf LI: To be able to create a character description.	See weekly plan Diary entry – Warrior’s journey to Denmark Link to Beowulf LI: To be able to write a recount.	See weekly plan Narrative – Battle with Grendel Link to Beowulf LI: To be able to use narrative language to create a short story.	See weekly plan Narrative – Battle with Grendel Link to Beowulf LI: To be able to use narrative language to create a short story.	See weekly plan Persuasion – apply to be one of Beowulf’s 14 warriors Link to Beowulf LI: To be able to use persuasive language.	See weekly plan Non-chronological report - Dragons LI: To be able to write a non-chronological report about a bearded dragon.
MATHS Refer to Maths Hub Planning	LI: Recognising numbers u to 1000	LI: To compare and order numbers to 1000	LI: To round numbers to the nearest 10,100,1000	LI: To add numbers with more than 4 digits.	LI: To subtract numbers with more than 4 digits.	LI: To solve problems involving addition and subtraction	LI: To add numbers with more than 4 digits.



<p>SCIENCE</p> <p>Refer to the Kent Scheme of Work unit plans</p>	<p><u>Earth and Space</u></p> <p>LI: To be able to name and order the planets in our solar system.</p> <p>Introduction to topic. What would you like to know? What types of scientific enquiry will help us?</p> <p>Children learn the order of the planets and the relative distance between them. Draw and label a 2D diagram.</p> <p>LOTC</p>	<p><u>Environmental Lesson</u></p> <p>LI: To be able to explain the causes and effects of global warming.</p>	<p><u>Earth and Space</u></p> <p>LI: To be able to explain how planets move in the Solar System.</p> <p>Children learn about Copernicus' and Galileo's theories of movement and create a model of the solar system.</p>	<p><u>Earth and Space</u></p> <p>LI: To be able to describe another planet in the solar system.</p> <p>Children use tablets/books to research a planet of choice. Create an information page.</p>	<p><u>Earth and Space</u></p> <p>LI: To be able to describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Children write a letter to a flat theorist persuading them the Earth is spherical.</p>	<p><u>Earth and Space</u></p> <p>LI: To be able to describe the movement of the Moon relative to the Earth</p> <p>Children draw pictures that show how the shape of the Moon appears to change.</p>	<p><u>Earth and Space</u></p> <p>LI: To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Investigation using globes and torches to explore the concept of day and night.</p> <p>Children draw a diagram or construct a simple sun dial.</p> <p>LOTC</p>
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<p>HISTORY</p>	<p><u>Anglo Saxons</u></p> <p><i>What do you know and what would you like to find out about the Anglo Saxons?</i></p> <p>KWL and front covers</p> <p><i>When were the Anglo-Saxons in relation to the rest of history?</i></p> <p>Children to organise a history timeline into chronological order.</p> <p><u>L1</u> To be able to ask questions about a new topic.</p> <p><u>L1</u> To be able to order the Anglo Saxons in chronological order in history.</p>	<p><u>Anglo Saxons</u></p> <p><i>Where did the Saxons come from?</i></p> <p>Children to look at maps and draw the origin and destination of the Angles, Jutes and Saxons.</p> <p>Link to Beowulf</p> <p><u>L1</u> To be able to understand and locate the Anglo Saxons invasions on a map.</p>	<p><u>Anglo Saxons</u></p> <p><i>Where did the Anglo Saxons settle in Britain?</i></p> <p>Children label where the different groups of people settled on a map.</p> <p>Children look at an atlas to identify place names with Anglo Saxon root names.</p> <p><u>L1</u> To be able to locate Anglo Saxon settlements on a map.</p> <p>Article 30</p>	<p><u>Anglo Saxons</u></p> <p><i>What was discovered at Sutton Hoo and how can I use it as evidence about the past?</i></p> <p>Children look at images of the items found at Sutton Hoo. They sort them by size, material and purpose.</p> <p>Unfamiliar items could be researched using the tablets.</p> <p><u>L1</u> To be able to identify archaeological artefacts and describe them.</p>	<p><u>Anglo Saxons</u></p> <p><i>How can use historical evidence to determine who was buried at Sutton Hoo?</i></p> <p>Children sketch items discovered at Sutton Hoo and explain what it tells us.</p> <p>Art-Children create their own Sutton Hoo helmet.</p> <p><u>L1</u> To be able to explain a significant event in Anglo Saxon history.</p>	<p><u>Anglo Saxons</u></p> <p><i>What was daily life like for Anglo Saxons?</i></p> <p>Children explore and answer questions about homes, food, entertainment and clothes.</p> <p><u>L1</u> To be able to understand the daily life of Anglo Saxons.</p>	<p><u>Anglo Saxons</u></p> <p><i>What was daily life like for Anglo Saxons?</i></p> <p>Children explore and answer questions about homes, food, entertainment and clothes.</p> <p><u>L1</u> To be able to understand the daily life of Anglo Saxons.</p>
<p>GEOGRAPHY</p>							



<p>COMPUTING</p>	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch</i> <i>2DIY</i> <i>Switched on Computing Unit 5:1</i> <i>We are game developers.</i></p>	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch</i> <i>2DIY</i> <i>Switched on Computing Unit 5:1</i> <i>We are game developers</i></p>	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch</i> <i>2DIY</i> <i>Switched on Computing Unit 5:1</i> <i>We are game developers</i></p>	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch</i> <i>2DIY</i> <i>Switched on Computing Unit 5:1</i> <i>We are game developers</i></p>	<p>Creativity</p> <p><i>Fusing Geometry with Art</i> <i>Switched on Computing Unit 5:3</i> <i>We are Artists</i></p> <p>Article 31</p>	<p>Creativity</p> <p><i>Fusing Geometry with Art</i> <i>Switched on Computing Unit 5:3</i> <i>We are Artists</i></p> <p>Article 31</p>	<p>Creativity</p> <p><i>Fusing Geometry with Art</i> <i>Switched on Computing Unit 5:3</i> <i>We are Artists</i></p> <p>Article 31</p>
<p>ART & DESIGN</p>	<p>Self Portraits for the Gallery.</p> <p><u>LI</u> To be able to paint a self-portrait. P5 identify, mix and use primary, secondary, complimentary and contrasting colours.</p>	<p>Beowulf artwork - linked to topic</p> <p><u>LI</u> To develop close observational skills.</p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Beowulf artwork -linked to topic</p> <p><u>LI</u> To develop close observational skills.</p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI</u> To be able to create a 3D structure.</p>	<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI</u> To be able to create a 3D structure.</p>		
<p>DESIGN TECHNOLOGY</p>				<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI</u> To be able to create a 3D structure.</p>	<p>Sutton Hoo helmets-linked to topic</p> <p><u>LI</u> To be able to create a 3D structure.</p>		
<p>MUSIC</p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI</u> To understand how to position and hold a ukulele.</p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI</u> To know the different components of a ukulele.</p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI</u> To understand what chords are.</p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI</u> To understand what chords are.</p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI</u> To know the different chords on a ukulele.</p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI</u> To know the different chords on a ukulele.</p>	<p><u>Music</u></p> <p>Ukuleles and singing</p> <p><u>LI</u> To play a short tune using three chords.</p>



<p>PE</p>	<p><u>Class PE</u> Athletics</p> <p><u>LI</u> To be able to throw and catch.</p> <p><u>PPA PE</u> OAA</p> <p>SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Swimming/ Athletics</p> <p><u>LI</u> To be able to swim 25 metres.</p> <p><u>PPA PE</u> OAA</p> <p>SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Swimming/ Athletics</p> <p><u>LI</u> To be able to swim 25 metres.</p> <p><u>PPA PE</u> OAA</p> <p>SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Swimming/ Athletics</p> <p><u>LI</u> To be able to swim 25 metres.</p> <p><u>PPA PE</u> OAA</p> <p>SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Swimming/ Athletics</p> <p><u>LI</u> To be able to swim 25 metres.</p> <p><u>PPA PE</u> OAA</p> <p>SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Swimming/ Athletics</p> <p><u>LI</u> To be able to swim 25 metres.</p> <p><u>PPA PE</u> OAA</p> <p>SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> Swimming/ Athletics</p> <p><u>LI</u> To be able to swim 25 metres.</p> <p><u>PPA PE</u> OAA</p> <p>SET BY PE DEPARTMENT</p>
<p>RE</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To investigate how many people believe in God?</p> <p>Discuss means of words theist, agnostic and atheist.</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To discuss is God real and understand the Christian values?</p> <p>Wanted poster for God.</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To discuss is God real and understand the Christian values?</p> <p>Solving the big question, witnesses</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To investigate how we know what is true and why people believe or not believe?</p> <p>Discuss change, accident and purpose.</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To investigate how we know what is true and why people believe or not believe?</p> <p>Reason for believing/not believing</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To research what Christians believe about how the world began?</p> <p>Evolution, whys?</p>	<p><u>RE</u></p> <p>U2.1- Why do some people believe God exists?</p> <p>LI: To discuss is God real?</p> <p>Give a statement, arguments for and against and evidence.</p>
<p>PSHCE Core theme 1: Living in the wider world</p>	<p>LI: To discuss expectations, hopes and goals for Year 5.</p>	<p>LI: To research, discuss and debate issues concerning health and wellbeing.</p>	<p>LI: To discuss why and how laws are rules and laws are made.</p>	<p>LI: To understand how to take part in making and changing rules.</p>	<p>LI: To learn how anti-social behaviours can affect wellbeing.</p>	<p>LI: To learn how to handle, challenge or respond to anti-social or aggressive behaviours.</p>	<p>LI: To learn about resolving differences, respecting different points of view and making their own decisions.</p>



PMFL	Start week 2	Salut On Holiday Where are you going on holiday? <u>LI</u> To be able to say and write about a country.	Salut On Holiday Where are you staying? <u>LI</u> To be able to describe different types of accommodation.	Salut On Holiday At the zoo <u>LI</u> To talk about a visit to the zoo.	Salut On Holiday At the beach <u>LI</u> To talk about a visit to the beach.	Salut On Holiday At the theme park <u>LI</u> To talk about a visit to the zoo.	Salut On Holiday End of unit assessment.
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LOTC to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning