



Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 2 2023/2024

Articles covered from UNCRC: Articles covered 1, 2, 23, 28 and 42

Subjects	WEEK 1 30.10.23 Cauliflower Cards	WEEK 2 6.11.23 Remembrance Day	WEEK 3 13.11.23 Parents Evening	WEEK 4 20.11.23 Hoops, hall and corridor displays	WEEK 5 27.11.23 TWILIGHT	WEEK 6 4.12.23 Data due Christmas lunch Christmas jumper day	WEEK 7 11.12.23 Christmas parties Candle lit service PP meetings
<b>LEAD TEXT/TOPIC</b>	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo	Anglo-Saxons Beowulf – Michael Morpurgo
<b>ENGLISH Genres Article 29</b>	See weekly plan  Newspaper report – Dragon attack  LI To use the features of a newspaper.	See weekly plan  Newspaper report – Dragon attack  LI To use the features of a newspaper.	See weekly plan  Poetry – Dragons  LI To use rhyming to create a poem.	See weekly plan <b>ASSESSED WRITING</b>  NCR – Dragons  LI To use formal language within a non-chronological report.	See weekly plan  Poetry – Dragons  LI To use rhyming to create a poem.	See weekly plan  Instructions – How to make oatcakes.  LI To use imperative verbs within a set of instructions.	See weekly plan  Christmas Activities
<b>MATHS Refer to Maths Hub Planning Articles 29 and 31</b>	<b>Finding and recognising equivalent fractions</b>  L.I. To find fractions equivalent to a unit fractions  L.I. To find fractions equivalent to a non- unit fractions  L.I. To recognise equivalent fractions.	<b>Convert improper fractions and mixed number fractions.</b>  L.I. To convert improper fractions to mixed numbers  L.I. To convert mixed numbers to improper fractions.	<b>Order and compare fractions</b>  L.I. To compare fractions less than 1  L.I. To order fractions less than 1  L.I. To compare and order fractions greater than 1.	<b>Add and subtract fractions</b>  L.I To add and subtract fractions with the same denominator.  L.I. To add fractions within 1  L.I. To add fractions with a total greater than 1.	<b>Add and subtract fractions</b>  L.I. To add to a mixed number fraction.  L.I. To add two mixed numbers.  L.I. To subtract fractions  L.I. To subtract from a mixed number- breaking a whole	<b>Add and subtract fractions</b>  L.I. To subtract two mixed numbers.  End of block assessment/catch up	<b>Revision week/gap analysis</b>



<p><b>SCIENCE</b></p> <p>Refer to the Kent Scheme of Work unit plans <b>Article 29</b></p>	<p><u>Properties of Materials</u></p> <p>What do I know about the properties of materials already?</p> <p>KWL grids Glue in vocab Solid, liquid or gas sorting activity – children to draw the table in their books and list the materials in the correct columns.</p>	<p><u>Properties of Materials</u></p> <p>Which material is best at conducting heat?</p> <p>LI To understand which material is best at conducting heat.</p>	<p><u>Properties of Materials</u></p> <p><i>What is plastic pollution and what can we do to prevent it?</i></p> <p>LI To be able to understand how plastic pollution can be reduced.</p>	<p><u>Properties of Materials</u></p> <p><i>What affect will a coat have on a person and an ice man?</i></p> <p>Experiment – wrapping ice in different materials. Which keep it frozen? Why?</p> <p>LI To understand the effects of different materials when under a changeable soluble.</p>	<p><u>Properties of Materials</u></p> <p><i>How well does sugar dissolve at different temperatures?</i></p> <p>Experiment</p> <p>LI To investigate whether sugar dissolves at different temperatures.</p>	<p><u>Properties of Materials</u></p> <p><i>How can we separate mixtures of different solids?</i></p> <p>Refer to separate plan</p> <p>LI To know how to separate different mixtures of solids.</p>	<p><u>Properties of Materials</u></p> <p><i>What is the best material for filtering?</i></p> <p>LI To investigate different materials for filtering.</p>
<p><b>HISTORY</b></p> <p><b>Article 29</b></p>	<p><u>Anglo Saxons</u></p> <p><i>What were the religious beliefs and practices of early Anglo Saxons?</i></p> <p>Children present key information about pagan gods to establish who is the most interesting/memorable.</p> <p>LI To understand the religious practice of early Anglo Saxons.</p>	<p><u>Anglo Saxons</u></p> <p><i>How did religious beliefs and practises change during Anglo Saxon times?</i></p> <p>Children make notes about the saints who helped to spread Christianity across Anglo-Saxon Britain.</p> <p>LI To know how religious beliefs changed during the Anglo-Saxon times.</p>	<p><u>Anglo Saxons</u></p> <p><i>How did the legal system work in Anglo Saxon times?</i></p> <p>Children look at 'crime' case studies and compare modern and Anglo-Saxon punishments.</p> <p>LI To understand how the legal system worked in Anglo Saxon times.</p>	<p><u>Anglo Saxons</u></p> <p><i>How was life different for rich and poor Anglo Saxons?</i></p> <p>Children explore and answer questions about the life of kings, theine, ceorls and slaves.</p> <p>LI To understand the differences and similarities in Anglo Saxon life.</p>	<p><u>Anglo Saxons</u></p> <p><i>Who was the Alfred the Great?</i></p> <p>Children present key information about Alfred the Great and why he was important for the Anglo-Saxon people.</p> <p>LI To understand who Alfred the Great was and why he a significant figure.</p>	<p><u>Anglo Saxons</u></p> <p><i>What food did the Anglo Saxons eat?</i></p> <p>Children create a menu for an Anglo-Saxon feast.</p> <p>LI To understand what foods the Anglo Saxons ate in everyday life.</p>	<p><u>Anglo Saxons</u></p> <p><i>What have we learnt about the Anglo Saxons?</i></p> <p>End of topic quiz/assessment/celebration of learning</p>
<p><b>GEOGRAPHY</b></p> <p><b>Article 29</b></p> <p>History led term</p>	<p>History led topic</p>	<p>History led topic</p>	<p>History led topic</p>	<p>History led topic</p>	<p>History led topic</p>	<p>History led topic</p>	<p>History led topic</p>



<p><b>COMPUTING</b> Articles 16, 17 and 29</p>	<p><b>Programming</b></p> <p>Develop an Interactive Game <i>Scratch 2DIY</i> <i>Switched on Computing Unit 5:1 We are game developers.</i></p> <p><b>LI To understand programming.</b></p>	<p><b>Programming</b></p> <p>Develop an Interactive Game <i>Scratch 2DIY</i> <i>Switched on Computing Unit 5:1 We are game developers</i></p> <p><b>LI To understand programming.</b></p>	<p><b>Programming</b></p> <p>Develop an Interactive Game <i>Scratch 2DIY</i> <i>Switched on Computing Unit 5:1 We are game developers</i></p> <p><b>LI To understand programming.</b></p>	<p><b>Programming</b></p> <p>Develop an Interactive Game <i>Scratch 2DIY</i> <i>Switched on Computing Unit 5:1 We are game developers</i></p> <p><b>LI To understand programming.</b></p>	<p><b>Creativity</b></p> <p><i>Fusing Geometry with Art</i> <i>Switched on Computing Unit 5:3 We are Artists</i></p> <p><b>Article 31</b></p>	<p><b>Creativity</b></p> <p><i>Fusing Geometry with Art</i> <i>Switched on Computing Unit 5:3 We are Artists</i></p> <p><b>Article 31</b></p>	<p><b>Creativity</b></p> <p><i>Fusing Geometry with Art</i> <i>Switched on Computing Unit 5:3 We are Artists</i></p> <p><b>Article 31</b></p>
<p><b>ART &amp; DESIGN</b> Article 29</p>	<p>Dragon's eyes -linked to Beowulf</p> <p><b>LI To sketch a dragon eye.</b></p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Dragon's eyes -linked to Beowulf</p> <p><b>LI To create detail using oil pastels.</b></p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Winter art for hall display</p>	<p>Winter art for hall display</p>	<p>Christmas art</p>	<p>Christmas art</p>	
<p><b>DESIGN TECHNOLOGY</b> Article 29</p>			<p>Winter hoops Corridor displays Hall displays</p>	<p>Winter hoops Corridor displays Hall displays</p>			
<p><b>MUSIC</b> Article 29</p>	<p><b>Music</b></p> <p>Ukuleles and singing</p> <p><b>LI To understand how to position and hold a ukulele.</b></p>	<p><b>Music</b></p> <p>Ukuleles and singing</p> <p><b>LI To know the different components of a ukulele.</b></p>	<p><b>Music</b></p> <p>Ukuleles and singing</p> <p><b>LI To understand what chords are.</b></p>	<p><b>Music</b></p> <p>Ukuleles and singing</p> <p><b>LI To understand what chords are.</b></p>	<p><b>Music</b></p> <p>Ukuleles and singing</p> <p><b>LI To know the different chords on a ukulele.</b></p>	<p><b>Music</b></p> <p>Ukuleles and singing</p> <p><b>LI To know the different chords on a ukulele.</b></p>	<p><b>Music</b></p> <p>Ukuleles and singing</p> <p><b>LI To play a short tune using three chords.</b></p>
<p><b>PE</b> Articles 23,24,27, 29 and 31</p>	<p><b>Class PE</b></p> <p>Walk a mile</p> <p><b>LI To be able to walk a mile.</b></p> <p><b>PPA PE</b> Dance Enrichment Health Related Fitness – Circuit Building <b>SET BY PE DEPARTMENT</b></p>	<p><b>Class PE</b></p> <p>Walk a mile</p> <p><b>LI To be able to walk a mile.</b></p> <p><b>PPA PE</b> Dance Enrichment Health Related Fitness – Circuit Building <b>SET BY PE DEPARTMENT</b></p>	<p><b>Class PE</b></p> <p>Walk a mile</p> <p><b>LI To be able to walk a mile.</b></p> <p><b>PPA PE</b> Dance Enrichment Health Related Fitness – Circuit Building <b>SET BY PE DEPARTMENT</b></p>	<p><b>Class PE</b></p> <p>Walk a mile</p> <p><b>LI To be able to walk a mile.</b></p> <p><b>PPA PE</b> Dance Enrichment Health Related Fitness – Circuit Building <b>SET BY PE DEPARTMENT</b></p>	<p><b>Class PE</b></p> <p>Walk a mile</p> <p><b>LI To be able to walk a mile.</b></p> <p><b>PPA PE</b> Dance Enrichment Health Related Fitness – Circuit Building <b>SET BY PE DEPARTMENT</b></p>	<p><b>Class PE</b></p> <p>Walk a mile</p> <p><b>LI To be able to walk a mile.</b></p> <p><b>PPA PE</b> Dance Enrichment Health Related Fitness – Circuit Building <b>SET BY PE DEPARTMENT</b></p>	<p><b>Class PE</b></p> <p>Walk a mile</p> <p><b>LI To be able to walk a mile.</b></p> <p><b>PPA PE</b> Dance Enrichment Health Related Fitness – Circuit Building <b>SET BY PE DEPARTMENT</b></p>



<p><b>RE</b> <b>Articles 2, 12, 14, 29 and 30</b></p>	<p>Does Earth belong to God, Humanity or every living thing? <b>To learn Jewish, Christian, Hindu and / or Islamic ideas about the natural world.</b></p> <p><b>LI To make connections between beliefs about the Earth and religion.</b></p>	<p>Does Earth belong to God, Humanity or every living thing? <b>To learn Jewish, Christian, Hindu and / or Islamic ideas about the natural world.</b></p> <p><b>LI To make connections between beliefs about the Earth and religion.</b></p>	<p>Why do some people believe God exists? <b>To learn the Islamic ideas about the natural world.</b></p> <p><b>LI To understand the challenges facing the planet and responses from Islam.</b></p>	<p>Why do some people believe God exists? <b>To learn the Christian ideas about the natural world.</b></p> <p><b>LI To understand the challenges facing the planet and responses from Christians.</b></p>	<p>Why do some people believe God exists? <b>To learn the Hindu ideas about the natural world.</b></p> <p><b>LI To understand the challenges facing the planet and responses from Hindu.</b></p>	<p><b>The Christmas story</b></p> <p><b>LI To understand the Christmas story.</b></p>	<p><b>The Christmas story (Art)</b></p> <p><b>LI To understand the Christmas story.</b></p>
<p><b>PSHE</b> <b>Articles 9,12,24,25,27,29 and 30</b></p>	<p>Living in the wider world</p> <p><b>LI To be able to understand about human rights and UN rights of a child</b></p>	<p>. Living in the wider world</p> <p><b>LI To be able to understand that some cultural practises are against British law.</b></p>	<p>Living in the wider world</p> <p><b>LI To be able to understand how anti-social behaviour can affect wellbeing.</b></p>	<p>Living in the wider world</p> <p><b>LI To know about different rights, responsibilities and duties, at school and in the community</b></p>	<p>Living in the wider world</p> <p>LI: To be able to resolve differences and conflict</p>	<p>Living in the wider world</p> <p>LI: To understand a range of religious and regional beliefs</p>	<p>Christmas PSHE</p>
<p><b>PMFL</b> <b>Article 29</b></p>	<p><b>Hello, Mrs Monday</b> Leçon 1: Bonjour, Madame Lundi</p> <p><b>LI To be able to start a conversation.</b></p>	<p><b>Colours</b> Leçon 2: Les couleurs</p> <p><b>LI To know the names of colours.</b></p>	<p><b>Let's count up to 20</b> Leçon 3: Comptons jusqu'à 20</p> <p><b>LI To be able to count to twenty.</b></p>	<p><b>Countries</b> Leçon 4: Les pays</p> <p><b>LI To know different country names.</b></p>	<p><b>I like...</b> Leçon 5: J'aime...</p> <p><b>LI To be able to say what I like.</b></p>		

**LOTG** to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning