





Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 2 2024/2025

Subjects	WEEK 1 4.11.24 Reception Open Day	WEEK 2 11.11.24 Remembrance Day Anti Bullying week	WEEK 3 18.11.24 Parents Evening	WEEK 4 25.11.24 Hoops, hall and corridor displays	WEEK 5 2.12.24 TWILIGHT	WEEK 6 9.12.24 Data due Christmas lunch Christmas jumper day	WEEK 7 16.12.24 Christmas parties Candle lit service PP meetings
LEAD TEXT/TOPIC	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
ENGLISH Genres	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 ASSESSSED WRITING NCR – Dragons LI To use formal language within a non- chronological report.	See weekly plan ASSESSSED WRITING 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. LI To use imperative verbs within a set of instructions.	See weekly plan Christmas Activities
MATHS Refer to Maths Hub Planning	Finding and recognising equivalent fractions 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.	Convert improper fractions and mixed number fractions. L.I. To convert improper fractions to mixed numbers L.I. To convert mixed numbers to improper fractions.	Order and compare fractions 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.	Add and subtract fractions 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.	Add and subtract fractions L.I. To add to a mixed number fraction. L.I. To add two mixed numbers. L.I. To subtract fractions	Add and subtract fractions L.I. To subtract two mixed numbers. End of block assessment/catch up	Revision week/gap analysis



<p style="text-align: center;">SCIENCE</p> <p>Refer to the Kent Scheme of Work unit plans</p>	<p><u>Earths and Space</u></p> <p><u>L.I.</u> To name and order planets in our solar system.</p> <p>KWL grids</p> <p>Vocabulary</p> <p>Front cove</p>	<p><u>Earths and Space</u></p> <p><u>L.I.</u> To understand how our position impacts life on earth.</p> <p><u>Enquiry Question:</u> How Does Our Position in The Solar System Impact Life on Earth?</p> <p>Children to complete diagram of Earths orbit of the sun. Then answer the enquiry question in a paragraph.</p>	<p><u>Earths and Space</u></p> <p><u>L.I</u> To understand what else orbits the sun.</p> <p><u>Enquiry Question:</u> Does anything else orbit the sun? (goes over 2 weeks)</p> <p>Children to recognise the other planets in the solar system and their position from the sun. Children to research the different planets then create a poster detailing their findings (see example below).</p> <p><u>Activity</u></p> 	<p><u>Earths and Space</u></p> <p><u>L.I</u> To understand what else orbits the sun.</p> <p><u>Enquiry Question:</u> Does anything else orbit the sun?</p> <p>Children to recognise the other planets in the solar system and their position from the sun. Children to continue to create a poster detailing their findings (see example below).</p> <p><u>Activity:</u></p> 	<p><u>Earth and Space</u></p> <p>LI: To understand why we get night and day.</p> <p><u>Enquiry question:</u> How do we get night and day?</p> <p>Children to complete diagram of explaining this in their books. Then answer the enquiry question in a paragraph.</p>	<p><u>Earth and Space</u></p> <p>LI: To understand how shadows show us the Earth is rotating.</p> <p><u>Enquiry Question:</u> How can shadows show us the Earth is rotating?</p> <p>If the weather is appropriate children to complete shadow investigation. If weather doesn't allow this then children to explore through a different way. Then answer the enquiry question.</p>	<p><u>Earth and Space</u></p> <p>LI: To assess learning about Earth and Space.</p> <p>Children to complete a quiz about what they have learnt following their learning through this unit.</p>
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HISTORY	<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>
GEOGRAPHY History led term	History led topic	History led topic	History led topic	History led topic	History led topic	History led topic	History led topic
COMPUTING	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch 2DIY Switched on Computing Unit 5:1 We are game developers.</i></p> <p>LI To understand programming.</p>	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch 2DIY Switched on Computing Unit 5:1 We are game developers</i></p> <p>LI To understand programming.</p>	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch 2DIY Switched on Computing Unit 5:1 We are game developers</i></p> <p>LI To understand programming.</p>	<p>Programming</p> <p>Develop an Interactive Game <i>Scratch 2DIY Switched on Computing Unit 5:1 We are game developers</i></p> <p>LI To understand programming.</p>	<p>Creativity</p> <p>Fusing Geometry with Art <i>Switched on Computing Unit 5:3 We are Artists</i></p>	<p>Creativity</p> <p>Fusing Geometry with Art <i>Switched on Computing Unit 5:3 We are Artists</i></p>	<p>Creativity</p> <p>Fusing Geometry with Art <i>Switched on Computing Unit 5:3 We are Artists</i></p>
ART & DESIGN	<p>Dragon's eyes -linked to Beowulf</p> <p>LI To sketch a dragon eye.</p> <p>D1 work on sustained, independent, detailed drawings</p>	<p>Dragon's eyes -linked to Beowulf</p> <p>LI To create detail using oil pastels.</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>	
DESIGN TECHNOLOGY			<p>Winter hoops Corridor displays Hall displays</p>	<p>Winter hoops Corridor displays Hall displays</p>			



	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>	<u>Music</u>
MUSIC	Ukuleles and singing LI To understand how to position and hold a ukulele.	Ukuleles and singing LI To know the different components of a ukulele.	Ukuleles and singing LI To understand what chords are.	Ukuleles and singing LI To understand what chords are.	Ukuleles and singing LI To know the different chords on a ukulele.	Ukuleles and singing LI To know the different chords on a ukulele.	Ukuleles and singing LI To play a short tune using three chords.
	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>
PE	Walk a mile LI To be able to walk a mile. <u>PPA PE</u> Dance Enrichment Health Related Fitness – Circuit Building SET BY PE DEPARTMENT	Walk a mile LI To be able to walk a mile. <u>PPA PE</u> Dance Enrichment Health Related Fitness – Circuit Building SET BY PE DEPARTMENT	Walk a mile LI To be able to walk a mile. <u>PPA PE</u> Dance Enrichment Health Related Fitness – Circuit Building SET BY PE DEPARTMENT	Walk a mile LI To be able to walk a mile. <u>PPA PE</u> Dance Enrichment Health Related Fitness – Circuit Building SET BY PE DEPARTMENT	Walk a mile LI To be able to walk a mile. <u>PPA PE</u> Dance Enrichment Health Related Fitness – Circuit Building SET BY PE DEPARTMENT	Walk a mile LI To be able to walk a mile. <u>PPA PE</u> Dance Enrichment Health Related Fitness – Circuit Building SET BY PE DEPARTMENT	Walk a mile LI To be able to walk a mile. <u>PPA PE</u> Dance Enrichment Health Related Fitness – Circuit Building SET BY PE DEPARTMENT
RE	Does Earth belong to God, Humanity or every living thing? To learn Jewish, Christian, Hindu and / or Islamic ideas about the natural world. LI To make connections between beliefs about the Earth and religion.	Does Earth belong to God, Humanity or every living thing? To learn Jewish, Christian, Hindu and / or Islamic ideas about the natural world. LI To make connections between beliefs about the Earth and religion.	Why do some people believe God exists? To learn the Islamic ideas about the natural world. LI To understand the challenges facing the planet and responses from Islam.	Why do some people believe God exists? To learn the Christian ideas about the natural world. LI To understand the challenges facing the planet and responses from Christians.	Why do some people believe God exists? To learn the Hindu ideas about the natural world. LI To understand the challenges facing the planet and responses from Hindu.	The Christmas story LI To understand the Christmas story.	The Christmas story (Art) LI To understand the Christmas story.



<p>PSHE Articles 9,12,24,25,27,29 and 30</p>	<p>Health and Wellbeing L.I. To use yoga and breathing for relaxation https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-1-relaxation-yoga/ https://www.youtube.com/watch?v=-Ts01MC2mlo Assessment quiz link: https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/assessment-rse-pshe-health-and-wellbeing-ks2-y5/</p>	<p>Health and Wellbeing L.I. To understand the benefit of sleep https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-2-the-importance-of-rest-2/</p>	<p>Health and Wellbeing L.I. To understand the purpose of failure https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-3-resilience-embracing-failure/</p>	<p>Health and Wellbeing L.I. To learn how to set short-term, medium-term and long-term goals. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-4-going-for-goals/</p>	<p>Health and Wellbeing L.I. To take responsibility for their own feelings and actions and to use vocabulary to describe these https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-5-taking-responsibility-for-my-feelings-2/</p>	<p>Health and Wellbeing L.I. To understand and be able to plan healthy meals https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-6-healthy-meals/</p>	<p>Health and Wellbeing L.I. To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/health-and-wellbeing/lesson-7-sun-safety/</p>
<p>PMFL Article 29</p>	<p>Eating Out Lesson 1: I'm ordering a drink</p>	<p>Eating Out Lesson 2: At the ice-cream shop</p>	<p>Eating Out Lesson 3: At the market</p>	<p>Eating Out Lesson 4: At the ice-cream shop</p>	<p>Eating Out Lesson 5: At the restaurant</p>	<p>Eating Out Lesson 6: I'll have...</p>	<p>Eating Out Lesson 7: A fly in the orange juice.</p>

LOTCS to be indicated on Planning RRSA to be indicated on planning with articles ECO to be indicated on planning