



**Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 3 2023-2024**

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

	<b>WEEK 1</b> 1.1.24	<b>WEEK 2</b> 8.1.24	<b>WEEK 3</b> 15.1.24	<b>WEEK 4</b> 22.1.24	<b>WEEK 5</b> 29.1.24 Parent workshop	<b>WEEK 6</b> 5.1.24 Hall display
<b>LEAD TEXT/TOPIC</b>	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar
<b>ENGLISH Genres</b> <b>Article 29</b>	LI: To write an informal letter home from Stanley  4-day week Comprehension/Spag for 2 days, whilst starting lead text.	LI: To write an informal letter home from Stanley	LI: To write a diary entry from Stanley	LI: To write a story about Elya and the Pig	LI: To write a story about Elya and the Pig	LI: To write a character description of the warden.
<b>MATHS</b> <b>Refer to Maths Hub Planning</b> <b>Articles 29 and 31</b>	Number Multiplication and Division  LI: To multiply four digit numbers by 1. L.I To multiply a 2 digit number by a 2 digit number	Number Multiplication and Division  L.I. To multiply a 3 digit number by a 2 digit number. L.I. To multiply a 4 digit number by a 2 digit number.	Number Multiplication and Division  LI: To understand short division. L.I. To divide a 4 digit number by a 1 digit number .	Number Multiplication and Division  L.I. To divide with remainders. L.I. To understand efficient ways of dividing.  Solving problems.	Number Fractions  L.I. To multiply a unit fraction by an integer  L.I. To multiply a non-unit fraction by an integer.  L.I. To multiply a mixed number by an integer.	Number Fractions  LI: To find a fraction of a quantity  L.I. To find a fraction of an amount.  L.I. To find the whole.  L.I. To use fractions as operator
<b>SCIENCE</b> <b>Refer to the Kent Scheme of Work unit plans</b> <b>Article 29</b>	Forces LI: To be able to identify forces acting on an object  CT assess children’s prior knowledge of forces through diagrams – use KWL grids to assess this.	Forces LI: To explore the effect that gravity has on objects and how the first theory of gravity was developed.  Children use newton meters to measure weight and help them understand the difference between mass and weight. Children could do some measuring inside and also outside the classroom.	Forces  LI: To investigate the effects of air resistance on moving objects.  Children create parachutes of different sizes and predict what will happen when they fall. What factors will make the parachute the most successful? Test these outside after.	Forces  LI: To investigate the effects of air resistance on moving objects.  Children carry out the air resistance investigation and write up their results. What would make the investigation a fair test?  <b>LOT C</b>	Forces  LI: To investigate the effects of water resistance.  Water resistance investigation using modelling clay. What would make the investigation a fair test?	<a href="#">Environment lesson</a>  LI: To explore and understand renewable energy sources.  <b>ECO</b>



<p><b>HISTORY</b> <b>Article 29</b> <b>Geography lead term</b></p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>
<p><b>GEOGRAPHY</b> <b>Article 29</b></p>	<p><u>LI</u>: To establish what I already know about the USA and what I would like to find out.</p> <p>Children sort true or false facts about the USA.</p>	<p><u>LI</u>: To use maps to locate countries within North America.</p> <p>Recap names of continents and countries found within them. Label the countries in North America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map</p>	<p><u>LI</u>: To be able to locate US states on a map.</p> <p>Children locate states on a map of the USA. Discuss the differences between them by looking at images and videos.</p> <p>LOTG</p>	<p><u>LI</u>: To be able to use the eight points of a compass to describe position.</p> <p>Children to use compass directions to describe movements between states and cities.</p>	<p><u>LI</u>: To be able to understand and describe key aspects of physical and human geography.</p> <p>Locating and describing tourist physical and human landmarks in the USA.</p>	<p><u>LI</u>: To understand and explain the impact of tourism on a place.</p> <p>Children learn about the different effects of tourism in the USA (economic, environmental etc.).</p> <p>ECO</p>
<p><b>COMPUTING</b> <b>Articles 16, 17 and 29</b></p>	<p>Programming LI: To be able to develop an interactive game <b>SCRATCH</b> <b>2DIY</b> <b>Switched on computing</b> <b>Unit 5:1 We are game developers</b></p>	<p>Programming LI: To be able to develop an interactive game <b>SCRATCH</b> <b>2DIY</b> <b>Switched on computing</b> <b>Unit 5:1 We are game developers</b></p>	<p>Programming LI: To be able to develop an interactive game <b>SCRATCH</b> <b>2DIY</b> <b>Switched on computing</b> <b>Unit 5:1 We are game developers</b></p>	<p>Creativity LI: To be able to create a geometric pattern on a tablet Fusing Geometry with Art <b>Switched on Computing</b></p>	<p>Creativity LI: To be able to create a geometric pattern on a tablet Fusing Geometry with Art <b>Switched on Computing</b></p>	<p>LI: To understand the dangers on the internet <b>You've Won a Prize</b> Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>
<p><b>ART &amp; DESIGN</b> <b>Article 29</b></p>	<p>LI: To be able to develop a painting from a drawing. Stars and Stripes painting</p>	<p>LI: To be able to develop a painting from a drawing. Stars and Stripes painting</p>	<p>LI: To be able to develop a painting from a drawing. Statue of Liberty</p>	<p>LI: To be able to develop a painting from a drawing. Statue of Liberty</p>	<p>LI: To identify, mix and use primary, secondary, complimentary, and contrasting colours. Pop Art cacti</p>	<p>LI: To identify, mix and use primary, secondary, complimentary, and contrasting colours. Pop Art cacti</p>
<p><b>DESIGN TECHNOLOGY</b> <b>Article 29</b></p>	<p>.</p>	<p>.</p>	<p>LI: To be able to recognize that some mechanisms, including pulleys, allow a smaller force to have a greater effect. Pulley investigation</p>	<p>LI: To be able to recognize that some mechanisms, including pulleys, allow a smaller force to have a greater effect. Pulley investigation</p>	<p>.</p>	<p>.</p>
<p><b>MUSIC</b> <b>Article 29</b></p>	<p><b>Ukelele</b> Ukuleles and singing Music digital Lesson 5  <u>LI</u> To understand frets and chords when playing a song.</p>	<p><b>Ukelele</b> Ukuleles and singing Music digital Lesson 5  <u>LI</u> To understand frets and chords when playing a song.</p>	<p><b>Ukelele</b> Ukuleles and singing Music digital Lesson 5  <u>LI</u> To understand frets and chords when playing a song.</p>	<p><b>Ukelele</b> Ukuleles and singing Music digital Lesson 5  <u>LI</u> To understand frets and chords when playing a song.</p>	<p><b>Ukelele</b> Ukuleles and singing Music digital Lesson 5  <u>LI</u> To understand frets and chords when playing a song.</p>	<p><b>Ukelele</b> Ukuleles and singing Music digital Lesson 5  <u>LI</u> To understand frets and chords when playing a song.</p>



	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>	<u>Class PE</u>
<p><b>PE</b> Articles 23,24,27,29 and 31</p>	<p><b>PPA PE</b> Multi Sports SET BY PE DEPARTMENT</p>	<p><b>PPA PE</b> Multi Sports SET BY PE DEPARTMENT</p>	<p><b>PPA PE</b> Multi Sports SET BY PE DEPARTMENT</p>	<p><b>PPA PE</b> Multi Sports SET BY PE DEPARTMENT</p>	<p><b>PPA PE</b> Multi Sports SET BY PE DEPARTMENT</p>	<p><b>PPA PE</b> Multi Sports SET BY PE DEPARTMENT</p>
<p><b>RE</b> Articles 2, 12, 14, 29 and 30</p>	<p>If God is everywhere why go to a place of worship?  LI: I can explain what a place of worship is and what it is for. Links to term 2 different religions.</p>	<p>If God is everywhere why go to a place of worship?  LI: I can explain the similarities and differences between different places of worship. Links to term 2 different religions.</p>	<p>If God is everywhere why go to a place of worship?  LI: I can explain what a pilgrimage is and give examples from different religions. Links to term 2. Mecca pilgrimage.</p>	<p>If God is everywhere why go to a place of worship?  LI: I can explain the differences in the Mandir and at home in the Hindu religion.</p>	<p>If God is everywhere why go to a place of worship?  LI: I can explain different Christian and Jewish places of worship. Links to term 2 learning.</p>	<p>If God is everywhere why go to a place of worship?  LI: I can give a balanced argument as to whether the people or the place is more important. Conscious alley?</p>
<p><b>PSHE</b> Articles 9,12,24,25,27,29 and 30</p>	<p>Kapow Economic well being:  Lesson 1- Borrowing <a href="https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/economic-wellbeing/lesson-1-borrowing/">https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/economic-wellbeing/lesson-1-borrowing/</a></p>	<p>Kapow Economic well being  Lesson 1- Borrowing</p>	<p>Kapow Economic well being  Lesson 2- Income and expenditure</p>	<p>Kapow Economic well being  Lesson 3- Risks with money</p>	<p>Kapow Economic well being  Lesson 4- Prioritising spending</p>	<p>Kapow Economic well being-  Lesson 5- Stereotypes in the workplace.</p>
<p><b>PMFL</b> Article 29</p>	<p>Salut At School  LI: To be able to explain how I travel to school.</p>	<p>Salut At School  LI: To be able to explain each room in a school.</p>	<p>Salut At School  LI: To explain what is in my pencil case.</p>	<p>Salut At School  LI: To be able to tell the time in 15-minute intervals.</p>	<p>Salut At School  LI: To know each subject name.</p>	<p>Salut At School  LI: To know each subject name. Links to previous week.</p>

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