



Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 4 2024 - 2025

	WEEK 1 24.2.25	WEEK 2 3.3.25 Reports due World book day	WEEK 3 10.3.25	WEEK 4 17.3.25 Comic relief	WEEK 5 24.3.25 Data due	WEEK 6 31.3.25 Science week PP meetings TELT INSET
Key Dates						
LEAD TEXT/TOPIC	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
ENGLISH Genres	Biography Louis Sachar LJ: To use chronological features to plan a biography.	Biography Louis Sachar LJ: To use chronological features to plan a biography.	Character description Kissin' Kate wanted poster LJ: To use detailed descriptive vocabulary ASSESSED	Advert - Sam's onion cures LJ: To use persuasive language within an advert.	Playscript Nail varnish scene LJ: To use reported speech within a playscript.	SPAG and comprehension skills
MATHS Refer to Maths Hub Planning	Decimals and percentages	Decimals and percentages	Assessment week	Perimeter and area	Perimeter and area	Consolidation week
SCIENCE Refer to the Kent Scheme of Work unit plans	Forces Recap LI: To recap prior knowledge about forces. CT assess children's prior knowledge of forces through diagrams – update KWL grids with what has been taught so far.	Forces Consolidation LI: To revisit and assess the substantive knowledge from previous sessions. Children answer enquiry question in books using what they have learnt. How does friction affect the amount of force required to move an object? <i>Pupils should write an answer/record a response to each question that draws together what they have learnt.</i>	Forces Consolidation LI: To revisit and assess the substantive knowledge from previous sessions. Children answer enquiry question in books using what they have learnt. What is gravity? <i>Pupils should write an answer/record a response to each question that draws together what they have learnt.</i>	Forces Consolidation LI: To revisit and assess the substantive knowledge from previous sessions. Children answer enquiry question in books using what they have learnt. How does air resistance affect the speed at which an object falls? <i>Pupils should write an answer/record a response to each question that draws together what they have learnt.</i>	Forces Consolidation LI: To revisit and assess the substantive knowledge from previous sessions. Children answer enquiry question in books using what they have learnt. What changes the effects of water resistance? <i>Pupils should write an answer/record a response to each question that draws together what they have learnt.</i>	Forces Consolidation LI: To revisit and assess the substantive knowledge from previous sessions. Children answer enquiry question in books using what they have learnt. What impact do gears, levers and pulleys have on forces? <i>Pupils should write an answer/record a response to each question that draws together what they have learnt.</i>



<p>HISTORY</p>	<p><u>LI</u>: To be able to describe the main changes in a period in history.</p> <p>Control of the Mississippi River</p>					
<p>GEOGRAPHY</p>	<p><u>LI</u>: To understand and explain the impact of tourism.</p> <p>Children learn about the different effects of tourism in the USA (economic, environmental etc.).</p>	<p><u>LI</u>: To understand the uses of rivers.</p> <p>Mississippi case study - river features, wildlife, trade, economic activity, settlements, flooding and conservation.</p>	<p><u>LI</u>: To compare the geographical features of two cities.</p> <p>Children compare social, physical features of New York, Los Angeles</p>	<p><u>LI</u>: To compare the climates of the US regions.</p> <p>Children compare the climate between New York and Los Angeles.</p>	<p><u>LI</u>: To be able interpret data to compare the USA's most populated cities.</p> <p>Children compare social, physical, political and economic features of New York, Los Angeles</p>	<p><u>USA Experience Day</u></p> <p>Children answer questions about the USA using maps (orienteering style activity)</p>
<p>COMPUTING</p>	<p><u>Programming</u></p> <p><u>LI</u>: To be able to develop an interactive game.</p> <p><i>Scratch 2DIY Switched on Computing Unit 5:1 We are game developers</i></p>	<p><u>Programming</u></p> <p><u>LI</u>: To be able to develop an interactive game.</p> <p><i>Scratch 2DIY Switched on Computing Unit 5:1 We are game developers</i></p>	<p><u>Programming</u></p> <p><u>LI</u>: To be able to develop an interactive game.</p> <p><i>Scratch 2DIY Switched on Computing Unit 5:1 We are game developers</i></p>	<p><u>Creativity</u></p> <p><u>LI</u>: To be able to develop an interactive game.</p> <p>Fusing Geometry with Art <i>Switched on Computing Unit 5:3 We are Artists</i></p>	<p><u>Creativity</u></p> <p><u>LI</u>: To be able to create a geometric pattern on a tablet.</p> <p><i>Switched on Computing Unit 5:3 We are Artists</i></p>	<p><u>Creativity</u></p> <p><u>LI</u>: To understand the dangers on the internet.</p> <p><u>You've Won a Prize</u> Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p>
<p>ART & DESIGN Article 29</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>New Orleans music</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Bald Eagle</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Native American animals</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Armadillo art</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Statue of Liberty</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Stars and Stripes painting</p>
<p>DESIGN TECHNOLOGY</p>	<p>Science related topic</p>	<p>Science related topic</p>	<p>Science related topic</p>	<p>Science related topic</p>	<p>Science related topic</p>	<p>Science related topic</p>



MUSIC	Ukulele Music Digital Lesson 5 <u>L.I.</u> : To understand frets and chords when playing a song.	Ukulele Music Digital Lesson 5 <u>L.I.</u> : To understand frets and chords when playing a song.	Ukulele Music Digital Lesson 5 <u>L.I.</u> : To understand frets and chords when playing a song.	Ukulele Music Digital Lesson 5 <u>L.I.</u> : To understand frets and chords when playing a song.	Ukulele Music Digital Lesson 5 <u>L.I.</u> : To understand frets and chords when playing a song.	Ukulele Music Digital Lesson 5 <u>L.I.</u> : To understand frets and chords when playing a song.
PE TRI GOLF	<u>PE</u> <u>L.I.</u> -I understand How to Use Golf equipment and have a better understanding of Putting. Roll a cone/Hit a cone	<u>PE</u> <u>L.I.</u> -I am able to use perseverance when aiming at a target. Dominoes/Finders Keepers	<u>PE</u> <u>L.I.</u> -I understand how to use golf equipment and have a better understanding of Chipping. Chipping/Chipping over a bench	<u>PE</u> <u>L.I.</u> -I am able to use Perseverance when aiming at a target. Grand national/Into a hoop	<u>PE</u> <u>L.I.</u> -I Can use Aspiration when competing against myself and others Putting intra	<u>PE</u> <u>L.I.</u> -I Can use Aspiration when competing against myself and others Chipping Intra
RACKETS Please note weeks may change weather dependent	<u>L.I.</u>-To understand and practise some of the fundamental skills of net and wall sports (tennis, squash, badminton)	<u>L.I.</u>-To hit a ball with accuracy using the forehand technique	<u>L.I.</u>-To be able to play a backhand stroke with control and accuracy	<u>L.I.</u>-To learn and develop the use of a volley shot in net and wall sports	<u>L.I.</u>-To learn attacking and defensive tactics in net and wall sports	<u>L.I.</u>-To combine move hand and shot knowledge in a game of tennis, modified squash, and badminton
PSHCE	Kapow- Family and relationships <u>L.I.</u> To understand how to form and maintain positive relationships https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/families-and-relationships/lesson-1-build-a-friend/	Kapow- Family and relationships <u>L.I.</u> To explore the ups and downs of friendships Statutory guidance https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/families-and-relationships/lesson-2-friendship-skills/	Kapow- Family and relationships <u>L.I.</u> To understand the concept of marriage https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/families-and-relationships/lesson-3-marriage/	Kapow- Family and relationships <u>L.I.</u> To begin to understand self-respect. https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/families-and-relationships/lesson-4-respecting-myself-2/	Kapow- Family and relationships <u>L.I.</u> To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/families-and-relationships/lesson-5-family-life/	Kapow- Family and relationships To understand more about bullying and how to get help https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/families-and-relationships/lesson-6-bullying-2/
PMFL	<u>Salut</u> A School Trip The Wheels on the bus	<u>Salut</u> A School Trip On the way	<u>Salut</u> A School Trip Through the window	<u>Salut</u> A School Trip At the museum	<u>Salut</u> A School Trip In the countryside	<u>Salut</u> A School Trip A trip to the museum

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