



Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 5 2023/24

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

	WEEK 1 15.4.24	WEEK 2 22.4.24	WEEK 3 29.4.24	WEEK 4 6.5.24	WEEK 5 13.5.24	WEEK 6 20.5.24
LEAD TEXT/TOPIC	VIKINGS Link to 'The Saga of Bjorn'	VIKINGS Link to 'The Saga of Bjorn'	VIKINGS Link to 'The Saga of Bjorn'	VIKINGS Link to 'The Saga of Bjorn'	VIKINGS Link to 'The Saga of Bjorn'	VIKINGS Link to 'The Saga of Bjorn'
ENGLISH Genres Article 29	See weekly plan – SPAG and reading focus	See weekly plan – Setting description - Valhalla <u>LI</u> : To use descriptive vocabulary to describe a setting. Link to The Saga of Bjorn and Vikings topic	See weekly plan – modified due school trip <u>LI</u> : To use inference skills. (Viking based before the Viking day school trip). <u>LI</u> : To recount the events of the Viking Day.	See weekly plan – Explanation text - how Vikings raided settlements <u>LI</u> : To use formal vocabulary within an explanation text. Link to The Saga of Bjorn and Vikings topic	See weekly plan - narrative piece – an Honourable death <u>LI</u> : To use subordinate clauses within a narrative text. Link to The Saga of Bjorn and Vikings topic	See weekly plan - character description – Trolls <u>LI</u> : To use descriptive vocabulary to describe a key character. Link to The Saga of Bjorn and Vikings topic
MATHS Refer to Maths Hub Planning Articles 29 and 31	SHAPE LI: To understand angles	SHAPE Position and direction L.I: To draw lines and angles accurately. LI: To calculate angles around a point and on a line.	SHAPE LI: To understand symmetry, reflections and co-ordinates L.I. To understand lengths and angles in shapes. L.I. To identify regular and irregular polygons.	POSITION AND DIRECTION L.I. To understand coordinates and translation	POSITION AND DIRECTION LI: To understand symmetry and types of lines.	DECIMALS LI: To add decimals.



<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">Refer to the Kent Scheme of Work unit plans Article 29</p>	<p><u>Living things and their Habitats</u></p> <p><u>L1:</u> To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Introduction to life cycles. Discuss what children already know. KWL grids – look at vocabulary</p>	<p><u>Living things and their Habitats</u></p> <p><u>L1:</u> To be able to explain the life cycle of a mammal.</p> <p>Using secondary sources research – How do different mammals develop as they get older?</p> <p>The children can start by trying to find out the gestation period for the mammals that they are finding out about. They can then find out more about: the average life span, the developments at different ages, and maybe any courtship behaviour.</p>	<p><u>Living things and their Habitats</u></p> <p><u>L1:</u> To be able to explain the life cycle of a bird.</p> <p>Secondary resources research – How do bird eggs change over time?</p> <p>There are many videos on YouTube showing eggs hatching and the development of the chicks.</p> <p>Encourage the children to watch programmes such as Spring Watch so that they can see the development of many different species of birds. Watch video of chicks hatching.</p>	<p><u>Living things and their Habitats</u></p> <p><u>L1:</u> To be able to explain the life cycle of an amphibian.</p> <p>Secondary research – What are the life cycles of amphibians?</p> <p>The children can find many videos on YouTube showing the life cycles of newts and frogs.</p>	<p><u>Living things and their Habitats</u></p> <p><u>L1:</u> To be able to explain the life cycle of an insect.</p> <p>Using secondary sources research – What are the different lifecycles of insects?</p> <p>Hopefully during Year 2 the children had a chance to examine up close the lifecycle of a couple of invertebrates, including butterflies and ladybirds. There are plenty of videos on YouTube to help children to remember and share those experiences.</p>	<p><u>Living things and their Habitats</u></p> <p><u>L1:</u> To be able to describe the life process of reproduction in some plants.</p> <p>Children should study the change in the flower over a period of time. They should be able to observe and record the following:</p> <ol style="list-style-type: none">1. Formation and growth of the flower-bud2. The flower opening3. The flower withering and the petals dropping off4. As the flower withers, the fruit begins to grow in the middle of it5. The fruit grows in size and becomes juicy, or dries and splits open, releasing the seeds inside. <p>These stages above can be used as a framework within which to look in more detail of the stages of sexual reproduction.</p>
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<p>HISTORY Article 29 HISTORY lead term</p>	<p><u>Vikings</u> <i>Where did the Vikings come from and why did they come to Britain?</i></p> <p><u>L1</u>: To know where the Vikings came from and why they came to Britain.</p> <p>Children label a map to show where the Vikings came from and answer questions about why they came to Britain.</p>	<p><u>Vikings</u> <i>How did they travel? Where did they first raid? Why?</i></p> <p><u>L1</u>: To understand where Vikings first raided in Britain.</p> <p>Children imagine being both a monk and a Viking involved in the raid on Lindesfarne.</p>	<p><u>Vikings</u> <i>History trip to Kent Life – Viking day.</i></p>	<p><u>Vikings</u> <i>What were the beliefs of the Vikings?</i></p> <p><u>L1</u>: To understand Norse beliefs.</p> <p>Children research and gather information about Viking gods and goddesses.</p>	<p><u>Vikings</u> <i>What was daily life like for the Vikings?</i></p> <p><u>L1</u>: To be able to describe everyday life for Vikings.</p> <p>Children understand key information about Viking life.</p>	<p><u>Vikings</u> End of topic assessment</p>
<p>GEOGRAPHY Article 29</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>COMPUTING Articles 16, 17 and 29</p>	<p>Programming <u>L1</u>: To be able to develop an interactive game SCRATCH 2DIY Switched on computing Unit 5: We are game developers</p>	<p>Programming <u>L1</u>: To be able to develop an interactive game SCRATCH 2DIY Switched on computing Unit 5: We are game developers</p>	<p>Programming <u>L1</u>: To be able to develop an interactive game SCRATCH 2DIY Switched on computing Unit 5: We are game developers</p>	<p>Creativity <u>L1</u>: To be able to create a geometric pattern on a tablet Fusing Geometry with Art Switched on Computing Unit: 3 We are Artists</p>	<p>Creativity <u>L1</u>: To be able to create a geometric pattern on a tablet Fusing Geometry with Art Switched on Computing Unit: 3 We are Artists</p>	<p>Creativity <u>L1</u>: To be able to create a geometric pattern on a tablet Fusing Geometry with Art Switched on Computing Unit: 3 We are Artists</p>
<p>ART & DESIGN Article 29</p>	<p><u>TURNER ART PROJECT</u> Class food and healthy living artwork for Turner project.</p>	<p><u>TURNER ART PROJECT</u> Class food and healthy living artwork for Turner project.</p>	<p><u>VIKING FACE</u> <u>L1</u>: To explore a range of great artists, architects, and designers in history.</p>	<p><u>VIKING LONGBOAT</u> <u>L1</u>: To know what tone is. To know and explain what scale is. To know what shading and cross hatching is.</p>	<p><u>Arts week - Carnival</u></p>	<p><u>Arts week - Carnival</u></p>
<p>DESIGN TECHNOLOGY Article 29</p>					<p><u>Arts week - Carnival</u></p>	<p><u>Arts week - Carnival</u></p>



<p>MUSIC Article 29</p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>LI</u>: To understand frets and chords when playing a song.</p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>LI</u>: To understand frets and chords when playing a song.</p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>LI</u>: To understand frets and chords when playing a song.</p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>LI</u>: To understand frets and chords when playing a song.</p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>LI</u>: To understand frets and chords when playing a song.</p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>LI</u>: To understand frets and chords when playing a song.</p>
<p>PE Articles 23,24,27,29 and 31</p>	<p><u>Class PE</u> LI To be able to walk a mile.</p> <p><u>PPA PE</u> Multi Sports SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> LI To be able to walk a mile.</p> <p><u>PPA PE</u> Multi Sports SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> LI To be able to walk a mile.</p> <p><u>PPA PE</u> Multi Sports SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> LI To be able to walk a mile.</p> <p><u>PPA PE</u> Multi Sports SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> LI To be able to walk a mile.</p> <p><u>PPA PE</u> Multi Sports SET BY PE DEPARTMENT</p>	<p><u>Class PE</u> LI To be able to walk a mile.</p> <p><u>PPA PE</u> Multi Sports SET BY PE DEPARTMENT</p>
<p>RE Articles 2, 12, 14, 29 and 30</p>	<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century? LI- What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?</p>	<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century? LI- What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?</p>	<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century? LI- What have we learned about living by the values of Jesus in the modern world?</p>	<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century? LI- What have we learned about living by the values of Jesus in the modern world?</p>	<p>What would Jesus do? Can we live by the values of Jesus in the twenty-first century? LI- Values art</p>	
<p>PSHCE Articles 9,12,24,25,27,29 and 30</p>	<p><u>Citizenship</u> <u>Lesson 1- Breaking the law</u> https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-1-breaking-the-law/</p>	<p><u>Citizenship</u> <u>Lesson 2- Rights and responsibilities</u> https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-2-rights-and-responsibilities/</p>	<p><u>Citizenship</u> <u>Lesson 3- Protecting the planet</u> https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-3-protecting-the-planet/</p>	<p><u>Citizenship</u> <u>Lesson 4- Contributing to the community</u> https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-4-contributing-to-the-community/</p>	<p><u>Citizenship</u> <u>Lesson 5- Pressure groups</u> https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-5-pressure-groups/</p>	<p><u>Citizenship</u> <u>Lesson 6- Parliament</u> https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/year-5-citizenship/lesson-6-parliament/</p>



PMFL Article 29	<u>Salut</u> Eating out Where do you live?	<u>Salut</u> Eating out At the ice-cream shop	<u>Salut</u> Eating out At the market	<u>Salut</u> Eating out At the restaurant	<u>Salut</u> Eating out I'll have...	<u>Salut</u> Eating out A fly in the orange juice
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LOTG to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning