

Medium Term Plan Year Group: 5 Term: Spring 2 – Weird Science! - Properties and Changes in Materials

Week	Week 1	Week 2	Week 3	Week 4 Assessment week	Week 5	Week 6 End of term Thursday
Date	19/2/24	26/2/24	4/3/24	11/3/24	18/3/24	25/3/24
Hook	How much sugar is too much sugar? In pairs, children to add teaspoonfuls of sugar to water until no more dissolves!					
National Curriculum Coverage						
Science	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 					
Learning Theme Science Art/DT History Geography	Hook, front cover page and start Schema – Weird Science! L1: Front cover page Schema Timeline LO: I can compare and group materials together according to whether they are solids, liquids or gases and name their properties	LO: I can describe and compare materials based on their properties. LO: I can investigate the thermal insulation of different materials	LO: I can compare and group together materials based on their response to magnets.	LO: I know that some materials dissolve in a liquid to make a solution	LO: I can predict how mixtures could be separated	LO: I can explain why some changes are irreversible

Text Focus	<i>Spy Master First Blood</i>					
<p>Reading</p> <p>Continue: <i>Spy Master First Blood</i></p>	<p>Show understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>V - Explore the meaning of words within context</p> <p>L1: - T model reading Ch21 P.113-114 and discussion of punctuation – speech, intonation. - Echo read</p> <p>L2: - Quick adult model - Echo read emphasising punctuation</p> <p>L3: Allocate and choral read in groups</p> <p>L4: Vocab lesson – focus on unfamiliar language and the effect on the reader. Text mark.</p>	<p>Show understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>R - Ask and answer questions to improve their understanding and recall pertinent information within a text.</p> <p>L1: Practice in groups (Also read ch 25-26)</p> <p>L2: Perform to the class and reflect (Also read ch 27)</p> <p>L3: Comprehension – retrieval and vocab focus</p> <p>L4: Ch 28 P.153-154 - T model and discussion of genre related word choices - Echo read (Also read ch 28)</p>	<p>V - Relate word choices to specific genre</p> <p>I - Use clues from dialogue to interpret meaning.</p> <p>L1: Allocate and choral read</p> <p>L2: Text mark and practice in groups</p> <p>L3: Practice and perform</p> <p>L4: Comprehension – inference and vocab choices related to genre and time period</p>	<p>Assessment</p>	<p>Read and discuss a range of, poetry and plays building on their own ideas using the ideas of others.</p> <p>V - Identify on the use of figurative and descriptive language to create effect.</p> <p>L1: T model – WAGOLL and discussion of language</p> <p>L2: Echo read and allocate for choral reading</p> <p>L3: Practice and perform</p> <p>L4: Comprehension</p>	<p>Prepare and perform plays to read aloud.</p> <p>Learn a wider range of poetry by heart.</p> <p>L1 – L3: Practice and learn their own poems off by heart</p> <p>L4: Perform</p>
<p>Writing Composition</p> <p>Week 1-4: Recount – witness statement</p> <p>Weeks 5 and 6: Poetry – Renga Poems</p>	<p>Tuesday Hook – Crime scene! What happened to the very important folder?</p> <p>LO: I can explore the text and identify our S2S (Wed)</p> <p>LO: I can recognise the 5Ws in a text (Thurs)</p>	<p>Skill for the week: Speech – quotations</p>	<p>1) Skill for the week: formal language (Mon-Wed)</p> <p>2) Find key information in the book ready for the plan next week – (Thurs)</p>	<p>LO: I can plan my witness statement</p> <p>LO: Hot write/innovate</p> <p>LO: Hot write/innovate</p> <p>LO: I can edit and up-level my writing. (Peer assessment in this lesson too).</p>	<p>Poetry: Renga Poems</p> <p>LO: I can create a text map for the WAGOLL</p> <p>LO: I can pick out S2S for Renga poems</p> <p>LO: I can use figurative language</p> <p>LO: I can plan out and draft ideas for my own Renga poem</p>	<p>Poetry: Renga Poems</p> <p>LO: I can write my own poem using figurative language</p> <p>LO: I can edit and up-level my poem</p>

Punctuation and Grammar	Word types	Inverted commas	Apostrophes	Assessment	Prefixes and suffixes	Revision
Spelling	Challenge words Step 18	Words with 'ie' after 'c' Step 19	Words where 'ei' can make an /ee/ sound Step 20	Words where 'ough' makes an /or/ sound Step 21	Words containing 'ough' Step 22	Words that are adverbs of possibility and frequency Step 23
Maths	LO: I can order fractions bigger than 1 LO: I can subtract fractions from whole numbers LO: I can subtract fractions LO: I can multiply unit fractions by an integer	LO: I can multiply non-unit fractions by an integer LO: I can multiply a mixed number by an integer LO: I can use fractions as operators Fractions post assessments A&B	Decimals/Percentages pre-assessment LO: I can recognise decimals up to 2 decimal places LO: I can recognise decimals as fractions LO: I can recognise decimals as fractions	Assessments LO: I know what thousandths are	LO: I can round decimals LO: I can compare and order decimals LO: I can compare decimals LO: I can recognise the per cent symbol %	LO: I can recognise percentages as fractions and decimals LO: I can find percentages of quantities LO: I can recognise equivalent percentages, fractions and decimals Decimals and Percentages post-assessment
Fast 15	Column addition Column subtraction	Long multiplication Add and subtract fractions with the same denominator	Short division Divide with remainders Add fractions within 1	Add fractions with a total greater than 1 Add two mixed numbers	Subtract fractions Subtract from a mixed number	Subtract from a mixed number – breaking the whole Subtract two mixed numbers
RE - The Beatitudes - Salvation (Easter)	AT1 LO: I understand the meaning of 'Beatitude and what they mean to the Christian Faith. AT2 LO: I can identify what makes me truly happy and satisfied and explain why	AT1 LO: I can name the different Beatitudes and explain what they mean to the Christian Faith AT2 LO: I can think about what is important to me in the world.	AT1 LO: I am able to outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. AT2 LO: I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how	AT1 LO: I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. AT2 LO: I can reflect on how Christians put their beliefs into practice.	AT1 LO: I am able to explore meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. AT2 LO: I can think about and evaluate the value and impact of ideas of sacrifice in	AT1 LO: I can examine connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation AT2 LO: I can make connections between the concept of the sacrifice of Jesus and how

			Christians celebrate Holy Communion		their own lives and the world today.	Christians follow Jesus' example
Jigsaw 'Healthy me'	LO: I know the risks of smoking and can tell you about how tobacco affects the lungs, liver and heart	LO: I know the risks and effects of drinking alcohol	LO: I know how to stay calm and put emergency procedures into practice	LO: I understand how the media and celebrity culture promotes certain body types	LO: I can describe the different attitudes people have to food and how these can be affected by external influences	LO: I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
PE	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics