Medium Term Plan	Year Group: 5	Term:	Spring 1	– Off with	ı her head!	Who sets the rules?	?

Week	Week 1 Tues - INSET	Week 2	Week 3	Week 4	Week 5	Week 6		
Date	1/1/24	8/1/24	15/1/24	22/1/24	29/1/24	5/2/24		
Hook	Horrible histories clip and Portraits of Queen Elizabeth I https://www.youtube.com/watch?v=UBBcuF9YJK0							
National Curricul	um Coverage							
History	narratives within and a historical terms.	cross the periods they stu	lly secure knowledge and i dy. They should note conn	ections, contrasts and tre	nds over time and develop	o the appropriate use of		
Art/DT	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.							
Learning Theme Science Art/DT History Geography	Hook, front cover page and start Schema – Off with her head! L1: Front cover page Schema Timeline	Who were the Tudors? LO: I can retrieve information about the Tudor Kings and Queens	LO: I can explain who Henry VIII was and why he had six wives	LO: I understand how the Tudors influenced religion	LO: I can compare the differences between Tudor schools and modern schools	LO: I know the differences between wealthy and poor clothing in the Tudor times		
Text Focus	Spy Master First Blood I	y Jan Burchett and Sara	Vogler					
Writing composition	LO: I can understand unfamiliar vocabulary (Wed) LO: I can explore the text and identify our S2S (Thurs)	LO: I can sequence events LO: I can find key information LO: I can skim and scan information LO: I can recall specific information	LO: Cold write/imitate Skill for the week: Parenthesis	Skill for the week: Ambitious vocabulary Also touch on emotive language	Skill for the week: Subordinating conjunctions	LO: I can plan my diary entry LO: Hot write/innovate LO: Hot write/innovate LO: I can edit and up- level my writing. (Peer assessment in this lesson too).		

Punctuation and Grammar	Relative clauses revision	Commas for meaning	Subordinating conjunctions	Word types	Prefixes and suffixes	Revision
Spelling	Words ending in '- able' where the 'e' from the base word remains	Words that are adverbs of time	Words with suffixes where the base word ends in '-fer'	Words with silent first letters	Silent letters	Challenge words
Reading	Whole class reading	Whole class reading	Whole class reading	Whole class reading	Whole class reading	Whole class reading
Spy master	Comprehension x1	Comprehension x1	Comprehension x1	Comprehension x1	Comprehension x1	Comprehension x1
Maths	Fractions pre- assessments A and B (Wed) LO: I can compare unit and non-unit fractions (Thurs)	LO: I can find the fraction of an amount LO: I can recognise equivalent fractions (over 2 lessons)	LO: I understand improper fractions and mixed numbers LO: I can convert improper fractions to mixed numbers LO: I can convert mixed numbers to improper fractions LO: I can add fractions	LO: I can add 2 or more fractions LO: I can add fractions with different denominators LO: I can add fractions with different denominators LO: I can add 3 fractions with different denominators	LO: I can add mixed numbers LO: I can convert fractions into their simplest from LO: I can order and compare fractions LO: I can order and compare 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
Fast15	Mental strategies Column addition of two 4-digit numbers (and more digits) with more than one exchange Column subtraction of 4-digit numbers (and more digits) with more than one exchange	Inverse operations Find missing numbers Multiples and common multiples Factors and common factors	Prime, square and cube numbers Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Multiples of 10, 100, 1000	Unit and non-unit fractions Recognise equivalent fractions	Convert improper fractions to mixed numbers Covert mixed numbers to improper fractions	Compare and order fractions less than 1 Compare and order fractions greater than 1

RE	AT1 LO: I know that	AT1: I know about	AT1 LO: I know the	AT1 LO: I know about	AT1 LO: I know the	AT1 LO: I know the
Sikhism	Sikhism is one of the main religions of the world AT2 LO: I can reflect	Guru Nanak and his importance in the Sikh faith AT2: I can reflect on	story of the founding of the Khalsa AT2 LO: I can reflect on the beliefs that Sikhs	the Amrit ceremony AT2 LO: I can ask questions about what it means to belong to	symbolism of the 5 Ks and their importance for Sikhs AT2 LO: I can express	symbolism of the 5 Ks and their importance for Sikhs AT2 LO: I can express
	on the Sikh statements of belief and compare with those of other faiths	the qualities needed to be a good leader	have about joining the Khalsa and compare to their own experiences of belonging	a religion and suggest answers that a Sikh might give and that they would give	some commitments that they have made personally and relate them to what they are learning about Sikh commitments	some commitments that they have made personally and relate them to what they are learning about Sikh commitments
Jigsaw 'Dreams and goals'	LO: I can understand that I will need money to achieve some of my dreams	LO: I know about a range of jobs and how much people earn in different jobs	LO: I can identify a job I would like to do when I grow up and understand what I need to do to achieve it	LO: I can describe the dreams and goals of young people in a culture different to mine	LO: I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	LO: I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this
PE	Real PE Unit 3: Cognitive	Real PE Unit 3: Cognitive	Real PE Unit 3: Cognitive	Real PE Unit 3: Cognitive	Real PE Unit 3: Cognitive	Real PE Unit 3: Cognitive