Medium Term Plan

Year ……5……..Topic Name All the World's a stage				
Overarching Question?	To be or not to be?			
Stunning Start	Visiting actor (FHODS)			
Fantastic Finish	Put on a production			
Subject		**NC Programme of study**	**Possible Tasks**	**Outcomes** **'I can ……'**
English Genres and Focus	F: Christmas link NF: Information: Event Pamphlet Poetry: Charge of the Light Brigade	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	A Christmas Carol Adapt 'Charge' for xmas poem. Create an event pamphlet for own performance. Comparison of Scrooge from different films/books – write an argument for and/or against which is the best character and why.	I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear. Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films. I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. I can mark and edit work to have the correct tense throughout. I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear. I can perform my own work to a group with

				some confidence changing the tone and volume of my voice to make the meaning clear.
Maths	Statistics, Multiplication and Division and Perimeter and Area	Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally, drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and the notation for squared (^{2}). Recognise and use cube numbers and the notation for cubed(^{3}). **Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes.** Solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign. *I can solve problems involving addition,*		I can solve comparison, sum and difference problems using information presented in a line graph. I can solve comparison, sum and difference problems using information presented in a line graph. I can complete, read and interpret information in tables, including timetables. *I can use vocabulary relating to prime numbers, prime factors and composite numbers.* *I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.* *I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.* *I can mentally multiply and divide numbers using the times tables.* *I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can show remainders.* *I can multiply and divide whole and decimal numbers by 10, 100 and 1000.* *I can identify and use square numbers and their notation.* Recognise and use cube numbers and the notation for cubed(^{3}). *I can identify and use cube numbers and their notation.* ***I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.*** *I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.* ***I can solve problems involving multiplication and***

		subtraction, *multiplication and division, and a combination of these,* *including understanding the meaning of the equals sign.* **Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes		***division,*** ***including scaling by simple fractions and problems*** ***involving simple rates.*** I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²), square metres (m²), and estimate the area of irregular shapes.
Science		Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Knex Challenge	*I can explain that unsupported objects fall towards the Earth* *because of the force of gravity acting between the Earth and* *the falling object.* *I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.* *I can show that some mechanisms, including levers, pulleys* *and gears, allow a smaller force to have a greater effect.*
PE	Outdoor – OOA Indoor – Athletics	Begin to reflect on mistakes and see them as an opportunity to learn from. Explain how confidence can affect performance. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. When performing in an activity,		I know when I have made mistakes and can then use these experiences to change my approach in the future. *I know that if I am confident about doing something I am more likely to do it well and if I am not confident I am less likely to do well .* I can take part in organised games and sports using my skills and tactics to help my team. I can predict what an opponent might do during a game or activity and alter my performance accordingly.

		draw upon previous knowledge and experiences of tactics, strategies and composition.		
Art/DT	Mix colours to express mood, divide foreground from background or demonstrate tones	Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Evaluate his/her work against their intended outcome.	Set design Costume design	I can develop different ideas which can be used and explain my choices for the materials and techniques I have used. I can talk about my work and how close it came to what I wanted to do.
PSHE	Me & Keeping Safe	To identify a wide range of potential dangers in their community To learn about how they have learned to respond to a range of risks and hazards by mastering safety skills that a 'critical moment' is the moment when a 'possible' accident/unsafe situation turns into a 'real' accident/situation to accurately identify 'critical moments' in safety situations to manage critical moments confidently what 'being in charge of themselves' means about situations where they can be in charge of themselves, and where they might need to ask for help and who they would ask to recognisehow it might feel to be in danger a range of strategies for managing feelings and coping in dangerous situations skills to help them to feel confident and behave confidently about situations when they might lose confidence strategies to regain confidence about the skills they might need in emergency situations Use scientific language to explain the importance of different minerals and vitamins	Role play about hazards that happen every day and how to prevent them Healthy eating road show	I can accurately identify a wide range of potential dangers in their community I can demonstrate how they apply safety skills I can accurately identify 'critical moments' in safety situations I can demonstrate the skills and confidence to manage critical moments to prevent accidents and danger to personal safety I can explain what 'being in charge' means I can suggest situations where they can be in charge, and where they might need to ask for help and who they would ask I am able to identify how it might feel to be in danger I can demonstrate some strategies for managing feelings and coping in dangerous situations I can identify what skills help them to feel confident and behave confidently I have strategies that they can personally use for restoring the balance and regaining lost confidence I can demonstrate skills of dealing with an emergency *I can explain how different minerals and vitamins can help my body stay healthy* I know that some fats are good for me and

		Identify the difference between healthy and unhealthy fats Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet Begin to work out the amount of exercise needed to burn off food (by using up calories)		others can be harmful I know that saturated fats can cause heart problems and that I need to have a range of nutrients to help keep me healthy I know that the more I exercise the more calories I can burn off
RE	Was Jesus the Messiah?	Where does Incarnation and Messiah fit within the 'big story' of the Bible? Where are the Gospel and prophecy texts in the Bible? What are the connections between biblical texts, Incarnation and Messiah? How do Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas? How does the idea that Jesus is the Messiah makes sense in the wider story of the Bible? How would I weigh up the idea that Jesus is the Messiah, a Saviour from God and is important in the world today and, if it is true, the difference that might make in people's lives?	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms.	I can explain the place of Incarnation and Messiah within the 'big story' of the Bible. I can identify Gospel and prophecy texts, using technical terms. I can explain connections between biblical texts, Incarnation and Messiah, using theological terms.
Computing	Using software to create a	Independently select and use appropriate software for a task Design, input and test an		I can select appropriate software to use for a given task. I can write increasingly complex programs.

	programme	increasingly complex set of instructions to a program or device. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated. Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency Understand about world weather patterns around the World and relate these climate zones. Understand how humans affect the environment over Time. Know about changes to world environments over time. Understand why people seek manage and sustain their environment.		I can control external hardware from within my programs. I can use loops to repeat tasks within a program. I can use IF statements to alter the way my programs run. I can explain how increasingly complex algorithms solve a given problem I can understand about weather patterns around the World and relate these to climate zones. I can understand how humans affect the environment. I can explain about changes the to the World environment *I can understand why people seek to manage and sustain their environment*
Geography	Understand how humans affect the environment over time		Links to Ancient Greece Research how humans affects the environment and create a poster to show prevention	

			Climate zones	
History	Compare sources of information available for the study of different times in the past Use dates to order and place events on a timeline Make comparisons between aspects of periods of history and the present day	Compare sources of information available for the study of different times in the past Use dates to order and place events on a timeline Make comparisons between aspects of periods of history and the present day Provide an account of a historical event based on more than one source	Links to Ancient Greece Timeline of events	I can compare sources of information available for the study of different times in the past. *I can use dates to order and place events on a timeline* I can make comparisons between aspects of periods of history and the present day *I can provide an account of a historical event based on more than one source*
Music	Develop an increasing understanding of the history and context of music Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression	Compose complex rhythms from an increasing aural memory. Understand how pulse, rhythm and pitch work together Improvise with increasing confidence using own voice, rhythms and varied pitch. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. Develop an increasing understanding of the history and context of music.	A Christmas Carol performance Church service	I can compose complex rhythms using my aural memory. I can understand how pulse, rhythm and pitch work together. I can improvise with increasing confidence using my own voice, rhythms and varied pitch. I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. *I can develop an increasing understanding of the history and context of music.*
KS2 MFL	Days of the week/months greetings			
Local focus	FHODS			

Key Vocabulary	Stage, performance, script, theatre, character, audience, amphitheatre
Language Enrichment	Numerous role play opportunities
Visitors or trips	Term 2 – Visitor
Special Focus Days/Weeks	Production performance