**Medium Term Planning: Spring 1 2020**

**Year 5**

| **The topic for this term is:**  **United States of America** | | | **The launch event for this topic will be:**  Pupils will be immersed into the topic of USA through a USA themed afternoon in the school hall. Children will enter the hall to the sound of the North America national anthem and will experience a walk down the Hollywood walk of fame before taking part in a whole year group quiz and researching an aspect of North America. The afternoon will close with each group doing a presentation on their findings. | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The end of the term mini-project linking & applying knowledge is:**  Following work in English, Music and Geography, pupils will use their knowledge acquired to plan, compose and perform a group rap inspired by the USA. Pupils will perform their rap with beat accompaniment and will be filmed  so that they can be shared with Year 4. | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  To be confirmed | | | |
| **Class trip/workshop linked to the topic:**  **N/A** | | | | | **Other information:** | | | |
| **Wk commencing** | **06.01.20** | **13.01.20** | **20.01.20** | **27.01.20** | **03.02.20** | **10.02.20** |  |  |
| English | Non Fiction Unit –  Pupils will complete a range of reading comprehensions based on the topic of Animal Migration focusing the specific skills such as: scanning for specific information and retrieving and recording information from non- fiction texts.  Pupils will explore and analyse a range of information texts, identifying the key features. | Non Fiction Unit  Pupils will research and collect ideas for a report on migration using skimming and scanning skills.  At the end of the week, pupils will look at effective introductions and main body of text for an informative non chronological report before drafting their own. | Non Fiction Unit  Pupils will plan and draft their own report. | Speaking and Listening Live Unit  Children will listen to some raps and poems and learn about the differences between rap and poetry. They will focus on the features of rap performance and look at some of the poetic language rappers can use to give power to their raps, as well as looking at how raps are constructed. | Speaking and Listening Live Unit  Pupils will explore rap as a modern form of poetry.  Pupils will look at ideas for topics for raps, before developing and writing their own.  Time will be given at the end of the unit for the children to practise performing their raps with beat accompaniment.  The raps are then performed and filmed so that they can be shared more widely. | Non Fiction Recap  Using knowledge acquired this half term, pupils will research, plan and write their own non chronological report based on our Geography topic USA. |  |  |
| Mathematics | MEP | MEP | MEP | MEP | MEP | MEP |  |  |
| Science | Properties of Materials  Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).  **Investigate hard materials suitable for food preparation.** | Properties of Materials  Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).  **Investigate thermal insulating properties of materials to keep refreshments hot or cold.** | Properties of Materials   Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  **Investigate possible food packaging materials**. | Properties of Materials   Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  **Investigate the absorbency of materials suitable for cleaning with.** | Properties of Materials  Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal).  **Investigate electrical insulators/conductors for health and safety purposes.** | Properties of Materials  Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal)  **Investigate materials that combine soundproofing with comfort.** |  |  |
| Geography | **United States of America: an exploration**  This lesson introduces pupils to the country USA, focussing on key human and physical features. Pupils will become familiarised with the region and its varied geographies. | **Canyons and valleys: physical landscapes**  This lesson now moves on to consider the USA in closer detail. The aim of this lesson is to build on the pupils’ understanding of the physical. They will begin the lesson by watching a time lapse video to move through different landscapes and then move on to examine how the Grand Canyon formed. | **Where are all the people?**  This lesson focuses on the distribution of human beings in the USA and provides insights into the different types of settlements across the country. This lesson involves pupils comparing the demographic characteristics of different states in the USA. | **Challenged by water: floods and drought**  This lesson considers key interactions between physical and human landscapes, in particular the impact of water supply distributed across the country and what happens during water related disaster events. | **Food and farming**  Pupils are introduced to the different foods associated with the USA, and agricultural products grown there. In particular it encourages pupils to think about the different factors that can affect farming in the USA. | **New York through time**  This lesson focuses on exploring the development of New York City through time, with clear cross-curricular links with history. |  |  |
| Art / DT | Children will be introduced to the artist Maurits Escher and will research his work on tessellations. | Pupils explore what simple shapes tessellate and create their own ( using triangles, hexagons etc) | Pupils revisit the work of Escher and focus on complex shapes that tessellate. Pupils start to investigate their own design ideas using complex shapes. | Continue with individual tessellation pieces using complex shapes. | Pupils begin to design their own tessellation piece linked with Geography topic USA. | Pupils individual tessellation artwork is completed.  Time will be given to feedback and review. |  |  |
| Religious Education World Views |  | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? | **Religion:**  Sikhism  **Theme:**  Beliefs and Moral Values  Are Sikh stories important today? |  |  |  |
| Computing |  | **We are Artists**  As a hook into the unit, pupils will have the opportunity to  find examples of tessellations in the  environment, recording them with Ipad.  Ask the pupils to create  a few possible polygons and experiment with gradient fills,  discussing with each other which shapes will tessellate. | **We are Artists**  Pupils will research Maurits Escher’s work, particularly his  pieces based on tessellations.  Encourage pupils to create and experiment with tessellating  Patterns.  Pupils will be given the task of finding a complicated shape  that will tessellate, perhaps experimenting first on paper, and  then to try out their idea using Inkscape. | **We are Artists**  This lesson provides an alternative approach to working with  repeating patterns, taking inspiration from the geometric art of  Islam.  Pupils will look at some examples of geometric Islamic art as a class before using Scratch  to create some Islamic-style art.  Pupils will work out how to draw some basic shapes in  Scratch, such as equilateral triangles and squares before creating complex geometric figures very simply by  repeatedly drawing a simple shape then turning through a set  angle. | **We are Artists**  This week pupils will continue creating complex geometric figures very simply by  repeatedly drawing a simple shape then turning through a set  angle and moving forward.  Pupils will experiment with shape scripts, and  some of Scratch’s other graphics functions, such as set pen to create a design inspired by Islamic geometric art. | **We are Artists**  Pupils will be introduced to Bridget Riley’s later work, which  features overlapping regular shapes with colours chosen from  a restricted palette.  Taking Riley’s work as an inspiration, the pupils return to  Inkscape and experiment with creating similar designs. |  |  |
| Music | The Fresh Prince of Bel Air by Will Smith  Pupils will explore rap as a modern form of poetry. | Ready or Not by the Fugees.  Pupils will explore rap as a modern form of poetry. | Rapper’s Delight by The Sugarhill Gang  Pupils will explore rap as a modern form of poetry. | Can’t Touch This by MC Hammer  Pupils will explore rap as a modern form of poetry. | It’s Like That by Run DMC  Pupils will explore rap as a modern form of poetry. | Pupils will look at ideas for topics for raps, before developing , writing and performing their own. |  |  |
| PE | Gymnastics | Gymnastics | Gymnastics | Gymnastics | Gymnastics | Gymnastics |  |  |
| PSHE/RSE |  | **Fake News 1**  In this lesson pupils will learn what is meant by ‘fake news’ and the risks that it poses to them and society. Pupils will be introduced to the concept of bias and will think about how they can critically examine news articles. | **Fake News 2**  In this lesson pupils will learn what is meant by ‘fake news’ and the risks that it poses to them and society. Pupils will be introduced to the concept of bias and will think about how they can critically examine news articles. | **Fake News 3**  In this lesson pupils will learn what is meant by ‘fake news’ and the risks that it poses to them and society. Pupils will be introduced to the concept of bias and will think about how they can critically examine news articles. | **Internet Deceivers**  In this lesson pupils will discuss the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.  Children will be taught the basic techniques for resisting pressure to do wrong. | **Knife Crime**  In this lesson pupils will discuss the consequences of anti social and aggressive behaviours on individuals and communities. They will learn about how to face new challenges positively and making responsible choices. |  |  |
| MFL | **Clothes and colours**  Repeat the names of some clothes. Locate some clothes on a whiteboard. | **Clothes and colours**  Identify the gender of the clothes | **Clothes and colours**  Recall some names of clothes identifying whether the nouns are plural .  Describe what others are wearing | **Clothes and colours**  Describe what others are wearing | **Clothes and colours**  Read a text about clothes descriptions and answer questions about the text | **Clothes and colours**  Sing and do actions for a new song about clothes |  |  |