
















Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 5 Theme: Term: summer 1 Root of Learning – Keeping Going British Values – Democracy Hook day : Outdoor Learning Opportunities: plant dissection, life cycle of rabbits (mammal), amphibian, bird							
Week	1 17-22 April 18/4-5s OD	2 24-29 April 25/4 5P OD	3 1-5 may 1/5/23 may day 2/5- 5SOD	4 8-12 may 9/5 5P OD	5 15-19 may		
English (together) Mrs Williams Miss Heathcote Miss Yates Text: Class Reader: STREET CHILD 	Hot task -incredible me persuasion	Phase 1 – Immerse role on the wall hot seat freeze frame story map short burst writing <ul style="list-style-type: none"> - Diary entry (when they are evicted) - Setting description (of the slum) 	Phase 2 - Reading like a Writer WAGOLL short burst writing: letter introduction -	Phase 3 - Writing like a reader relative clauses short burst writing RC based on story	Phase 4: Hot task: - Letter writing Hotter task: 5p peer assessment grps		
Speaking and Listening Opportunities Mrs Williams Miss Heathcote Miss Yates	artefacts exploration history maths: partner and group work because science:explain	English:role on the wall, hot seat, freeze frame , story map maths: partner and group work because science: sequence history: main changes-compare	maths: partner and group work because science: prediction history: would you survive explain and negotiate , chronology	maths: partner and group work because history debate hero or villain	maths: partner and group work because		
Spelling Mrs Williams Miss Heathcote Follow the NoNonsense Spelling Scheme							
Reading Mrs Williams Miss Heathcote Miss Yates VIPERS texts	Poetry narrative poem The Walrus and the carpenter Vocabulary Retrieval / explanation Retrieval / explanation Summarise	Fiction text STREET CHILD Vocabulary Inference Inference Prediction	Non-fiction text Nellie Bly - Autobiography Twinkl Vocabulary Retrieval / explanation Retrieval / explanation Summarise	Poetry Tanka Free verse Vocabulary Retrieval / explanation Retrieval / explanation Summarise			
Maths (Mrs Williams) Fractions Fluency Varied Fluency Reasoning	Decimal/Fraction Equivalents Read, write, order and compare numbers with up to 3 decimal places.	Decimal/Fraction Equivalents Recognise and use thousandths and relate	Fractions, decimals and percentages				

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	 <p>Hi I'm Oscar the observing octopus!</p> <p>L.O What do we already know? describe the life process of reproduction in some plants</p> <p>Activities: Knowledge Harvest Plant dissection Plant part and function labelling Sexual and Asexual reproduction in Plants explained</p> <p>SS</p>  <p>Hi I'm Oscar the observing octopus!</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>LO: To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>	 <p>Hi I'm Isaac the identify and classifying iguana!</p>  <p>Hi I'm Polly the predicting and planning parrot!</p> <p>L.O Describe the life process of reproduction in some animals</p> <p>Activities: Spiral Sexual and Asexual reproduction in plants sorting activity Refresh about animal groups Make predictions about the animal groups and their life cycles</p> <p>SS</p>  <p>Hi I'm Oscar the observing octopus!</p> <p>L.O What do we already know? describe the life process of reproduction in some plants</p> <p>Activities: Knowledge Harvest Plant dissection Plant part and function labelling Sexual and Asexual reproduction in Plants explained</p>	 <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>L.O Describe the life process of reproduction in some animals</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Activities: Spiral Mammal and amphibian life cycle clips and knowledge Add to mammal and amphibian parts of the leaflet</p> <p>SS</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>  <p>Hi I'm Polly the predicting and planning parrot!</p> <p>L.O Describe the life process of reproduction in some animals</p> <p>Activities: Spiral Sexual and Asexual reproduction in plants sorting activity Refresh about animal groups Make predictions about the animal groups and their life cycles</p>	 <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>L.O Describe the life process of reproduction in some animals</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Activities: Spiral Insect and bird life cycle clips and knowledge Add to Insect and bird parts of the leaflet</p> <p>SS</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>L.O describe the life process of reproduction in some animals describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Activities: Spiral Mammal and amphibian life cycle clips and knowledge Add to mammal and amphibian parts of the leaflet.</p>	 <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O Describe the life process of reproduction in some animals</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Activities: Kahoot Share leaflet and teach year 2</p> <p>SS</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p> <p>L.O Describe the life process of reproduction in some animals</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Activities: Spiral Insect and bird life cycle clips and knowledge Add to Insect and bird parts of the leaflet</p>	 <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>L.O Describe the life process of reproduction in some animals</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Activities: Kahoot Share leaflet and teach year 2</p>	
Geography	see history						
History History: Titus Salt: Hero or Villain? NC Link: a local history study and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ask historical questions relating to cause, change, similarity and difference and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer. activity 1: ARTEFACT STATIONS <ol style="list-style-type: none"> family photos The royal family homes and streets transport 	Why Did Salt create the village? LO- Talk about the main changes in a period of history using appropriate vocabulary Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history activity 1:	What was the solution? LO- Talk about the main changes in a period of history using appropriate vocabulary Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about. Identify similarities and differences between the periods of history they study using appropriate detail	Pros and cons of Titus Ask historical questions relating to cause, change, similarity and difference and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer. research biogpahya nd acts of philanthropy Hero or villain persuasive text Ask historical questions relating to cause, change, similarity and difference and choose reliable			

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	<p>5. children, toys and school</p> <p>activity 2: What, where and when? Geography element Map queen Victoria's titles and ' the empire</p> <p>activity 3: key events from the era....human timeline</p>	<p>The slums of Bradford-George Weerth quote 1846 The factory inspectors pictures facts and figures</p> <p>mind map</p> <p>activity 2: Did you survive ?</p> <p>activity 3 diary entry</p>	<p>to justify ideas and begin to recognise trends over time.</p> <p>activity 1: chronology : timeline of saltire</p> <p><u>The model village</u></p> <p>research how was Saltaire village different- sources and rules artefacts</p>	<p>sources of evidence to find answers. Begin to realise that there often is not a single answer.</p> <p><u>The rules and regs</u></p>			
Art							
<p>Design Technology <u>Cooking and nutrition</u> To understand the meaning of quality control and assurance Can produce a descriptive plan of making for each stage, including a list of tools, equipment and materials needed for the product.</p> <p><u>Product</u> Cheesecake- without a heat source</p>	<p>History The ancient Greeks, by the fifth century BC, made the earliest known rudimentary cheesecakes (<i>plakous</i> meaning "flat mass"), consisting of patties of fresh cheese pounded smooth with flour and honey and cooked on an earthenware griddle.</p> <p>In late medieval Europe, cheesecake remerged in tart form with a pastry base. The first English cookbook, <i>The Forme of Cury</i> (c. 1390), consisting of a collection of medieval English recipes compiled by the cooks of King Richard II, included two cheese tarts: "Sambocade," containing curd cheese, egg whites, rosewater, and elder flowers, and "Tart de Bry" (the word bry was derived from Old Norman for "pounded," referring to the method of preparing the cheese) made with ruayn (a semi-soft autumn cows' cheese), egg yolks, and ground ginger. For the ensuing five centuries, almost every subsequent English cookbook contained at least one cheesecake recipe.</p> <p>Considering the enduring English love of cheesecake, it is hardly surprising to find them in the American colonies. By the 1730s, Philadelphia boasted the "Cheesecake House" tavern. Martha Washington's <i>Booke of Cookery and Booke of Sweetmeats</i> (c. 1625, given to her upon her wedding to her first husband, Daniel Custis, in 1749)</p>	<p><u>Skills</u> Balanced diet/ healthy eating – Confidently explain the function of the Eatwell Plate. Recognise and understand that some nutrients contribute to a healthy and balanced diet</p> <p>Origins of food – Understand where food comes from and how it is reared/ processed to get it from farm to plate, begin to understand that seasons may affect food availability, understand some of the ethical dilemmas and social influences on the food we choose to eat (e.g. ethics, social media)</p> <p><u>Vocabulary</u> ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape</p> <p><u>Enrichment</u></p>	<p>PLANNING <i>Across KS2 pupils should:</i></p> <ul style="list-style-type: none"> Share and clarify ideas through discussion Model their ideas using prototypes and pattern pieces Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Use computer-aided design to develop and communicate their ideas <p><i>n late KS2 pupils should also:</i></p> <ul style="list-style-type: none"> Generate innovative ideas, drawing on research Make design decisions, taking account of constraints such as time, resources and cost <p>Create a design specification based on ACCESSFM.</p> <p>Carry out research using questionnaires to gather information.</p> <p>Identify the needs and wants of a particular individual or group.</p> <p>ACCESS FM stands for <i>aesthetics, consumer, cost, environment, size, safety, function and material</i></p>	<p>Making Across KS2 pupils should:</p> <ul style="list-style-type: none"> Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities <p><i>In late KS2 pupils should also:</i></p> <ul style="list-style-type: none"> Produce appropriate lists of tools, equipment and materials that they need Formulate step-by-step plans as a guide to making <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities <p><i>In late KS2 pupils should also:</i></p>	<p>Evaluate <i>Across KS2 pupils should:</i></p> <ul style="list-style-type: none"> Identify the strengths and areas for development in their ideas and products Consider the views of others, including intended users, to improve their work <p><i>In late KS2 pupils should also:</i></p> <ul style="list-style-type: none"> Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make Evaluate their ideas and products against their original design specification <p><i>Across KS2 pupils should investigate and analyse:</i></p> <ul style="list-style-type: none"> How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been used How well products work How well products achieve their purposes How well products meet user needs and wants 		

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	offered three cheesecakes and a baked “Curd Pudding,” the latter being a cheesecake without a crust - — all flavored with rosewater, spices, and currants and baked in pastry crusts. Eliza Leslie in <i>Seventy-Five Receipts for Pastry, Cakes, and Sweetmeats</i> (Boston, 1828) provided “A Cheesecake” also accented with rosewater, spices, and currants. In the 19 th century, subtler lemon and/or vanilla replaced rosewater and spices as the predominant cheesecake flavoring. The basis of many American cheesecakes dramatically changed in the 1930s from curd cheese -— producing a light, fluffier, slightly coarse texture and somewhat bland flavor -— to a much creamier and richer treat — due to cream cheese.	Key Texts Cheesecake cookbook		<ul style="list-style-type: none"> Produce appropriate lists of tools, equipment and materials that they need Formulate step-by-step plans as a guide to making <p>Cutting and knife skills – With greater confidence, use a Bridge hold and Claw hold to cut foods with a safety knife into evenly sized strips or cubes Peel harder foods (e.g. apples, potatoes) Evenly dice foods Finely grate hard foods (e.g. lemons)</p>	Across KS2 pupils should investigate and analyse: <ul style="list-style-type: none"> How well products have been designed How well products have been made Why materials have been chosen What methods of construction have been used How well products work How well products achieve their purposes How well products meet user needs and wants 		
Spanish Mrs williams and mrs heathcore gusta/prefiero/encantar (verbs)							
Swimming Miss Heathcote Mrs Williams	swim competently, confidently and proficiently over a distance of at least 25 metres / use a range of strokes effectively [for example, front crawl, backstroke and breaststroke/ perform safe self-rescue in different water-based situations						
P.E DANCE- musical thetre White rose Miss Heathcote Mrs Williams	Musical Theatre. Children will understand characterisation and what musical theatre is whilst learning a song, dance and piece of script from a musical.						
Music Composition notation (Theme: Ancient Egypt) 5S – Whole Class Instrumental Lessons JSax							
PSHE Jigsaw Topic – Jigsaw Topic – Healthy Me							
Computing Game creator Continued (1 weeks) 3D Modelling (4 Weeks)							



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RE What do Christians believe about the old and new covenants?				
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