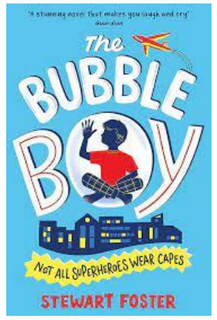
Year 5 -Term Spring 2 Explore and Enquire MTP

Theme: Monarchs
Driver: History/ Geography-
The Big Question: How have monarchs influenced Britain?

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	English	**Unit: Recount Setting Description** **Supporting Text:** Street Child • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		**Unit: Recount - Victorian Day** **Supporting Text:** Street Child • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader		**Unit: Information Text - Victorian Children** Supporting Text: Street Child • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Ensuring the consistent and correct use of tense throughout a piece of writing.	
	Enrichment						
Visit to	**SPAG Focus**	• Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. • Use expanded noun phrases. • Use brackets, dashes or commas to indicate parenthesis		• Use commas to clarify meaning or avoid ambiguity in writing • Use a colon to introduce a list. • using modal verbs or adverbs to indicate degrees of possibility		• Ensure the consistent and correct use of tense. • Intergrate dialogue to convey character and advance the action. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.	

Guided Reading	**Text: Bubble Boy** • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Retrieve, record and present information 					
Maths	Unit: Perimeter and Area • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm2) and square metres (m2), and estimate the area of irregular shapes.			Unit: Statistics • • Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables, including timetables.		
Science	**Unit:** Living things and Their Habitats Lesson: Amphibian Life Cycle • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird National Curriculum link – English Explanation text	**Unit:** Living things Lesson: Mammal life cycle • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	**Unit:** Living things Lesson: Insect life cycle • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	**Unit:** Living things Lesson: Flowering reproduction • describe the life process of reproduction in some plants and animals.	**Unit:** Living things Lesson: Vegetative reproduction • describe the life process of reproduction in some plants and animals.	**Unit:** Living things Lesson: Animal reproduction • describe the life process of reproduction in some plants and animals.

	Computing	Unit: Programming A – Selection in physical computing Lesson: Connecting crumbles • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Science - Circuits	Unit: Programming A – Selection in physical computing Lesson: Combining components. • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Unit: Programming A – Selection in physical computing Lesson: Controlling with conditions. • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Unit: Programming A – Selection in physical computing Lesson: Starting with selection • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	Unit: Programming A – Selection in physical computing Lesson: Drawing designs. • ● Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including	Unit: Programming A – Selection in physical computing Lesson: Writing and testing algorithms. • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting,

						collecting, analysing, evaluating, and presenting data and information	analysing, evaluating, and presenting data and information
	Art & Design	Unit: Line and Shape Lesson: How is Line and Shape used in MC Esher work? • About great artists, architects and designers in history • to create sketch books to record their observations and use them to review and revisit ideas	Unit: Line and Shape Lesson: Can you use Line and Shape? • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Unit: Line and Shape Lesson: Can you use Line and Shape to create a final piece? • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Unit: Line and Shape Lesson: Can you use Line and Shape to create a final piece? • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials		
	Design &						
	Geography		Where is Jamaica? • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	How would you describe the Jamaican Climate? • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. National Curriculum Link – Maths – Reading Graphs	What are the human and physical features of Kingston, Jamaica? • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	How does Kingston compare to the United Kingdom? • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	

				National Curriculum Link – Maths - Measurements	including energy, food, minerals and water	European country, and a region within North or South America. • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water National Curriculum Link – English – Comparison	
	History	What was life like as a child during Queen Victoria's reign? • a significant turning point in British history 	•	Victorian ages of death. A significant turning point in British history.			What was the consequence and legacy of Queen Victoria's reign? •
	MFL	**<u>Unit: . – The People Around Me</u>** <u>Lesson: Meet my family</u> **<u>NC Link and skills</u>** Present ideas and information orally to a range of audiences in the context of family. To present a picture of family members using possessive determiners.	**<u>Unit: . – The People Around Me</u>** <u>Lesson: Have you got any pets?</u> **<u>NC Link and skills</u>** Understand basic grammar, including the conjugation of high-frequency verbs; engage in conversations; ask and answer questions; in the context of pets. To use the correct verb form of 'tener' when talking about pets.	**<u>Unit: . – The People Around Me</u>** <u>Lesson: The alphabet</u> **<u>NC Link and skills</u>** Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of the alphabet. To use songs or rhymes to help me remember new language.	**<u>Unit: . – The People Around Me</u>** <u>Lesson: What's their name?</u> **<u>NC Link and skills</u>** Understand basic grammar and conjugate high-frequency verbs; Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of introducing people.	**<u>Unit: . – The People Around Me</u>** <u>Lesson: How do you spell…?</u> **<u>NC Link and skills</u>** Speak in sentences using familiar vocabulary, phrases and basic language structures; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of spelling familiar words and names. To use Spanish pronunciation of the alphabet to spell words..	**<u>Unit: . – The People Around Me</u>** <u>Lesson: Let's recap1</u> **<u>NC Link and skills</u>** To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of talking about family and friends. To use a range of vocabulary to have short conversations in Spanish.

					To use a range of vocabulary to create different sentences.		
	Music	Inspire Music Unit: The Fresh Prince of Bel-Air	Inspire Music Unit: The Fresh Prince of Bel-Air	Inspire Music Unit: The Fresh Prince of Bel-Air	Inspire Music Unit: The Fresh Prince of Bel-Air	Inspire Music Unit: The Fresh Prince of Bel-Air	Inspire Music Unit: The Fresh Prince of Bel-Air
	PE	**Unit:** Swimming	**Unit:** Swimming	**Unit:** Swimming	**Unit:** Swimming	**Unit:** Swimming	**Unit:** Swimming

		Unit: Basketball Lesson: How can you dribble the ball in various directions?	**Unit:** Basketball Lesson: How can you stop and then pass a basketball?	**Unit:** Basketball Lesson: How can you protect the ball in basketball?	**Unit:** Basketball Lesson: How can you defend in basketball? Generate Together	**Unit:** Basketball Lesson: How can you shoot in basketball using the BEEF Technique?	**Unit:** Basketball Lesson: How can I move in an offensive attack?
	RE	Unit: Worship Lesson: Having worth Enquire Together	Unit: Worship Lesson: Music	Unit: Worship Lesson: Prayer	Unit: Worship Lesson: Art	Unit: Worship Lesson: Artefact	Unit: Worship Lesson: Freedom Enquire Together

	PSHE	**Unit:** Healthy Me Lesson: Smoking	**Unit:** Healthy Me Lesson: Alcohol	**Unit:** Healthy Me Lesson: Emergency Aid	**Unit:** Healthy Me Lesson: Body Image	**Unit:** Healthy Me Lesson: Relationships with food	**Unit:** Healthy Me Lesson: Healthy Me (Assessment)