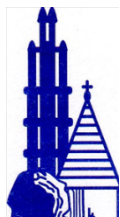


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Year Five

	What A Wonderful World Our World, Our Home	Horrible History Time Travel
Termly Focus	Our World, Our Home	Time Travel (Anglo Saxons & Vikings)
Stunning Start	Wellbeing Week	
Red Carpet Event	Invite parents in to showcase our hard work. (presentation)	Time Travel - Whole School performance to parents
Enrichment	Taking an imaginary trip around Europe and the UK	Anglo-Saxon & Viking Drama by Oliver (Steps in Time)
Key Texts	The 7 Continents of Europe Exploring Europe	Vikings! 100 Facts You Wouldn't Want to be a Viking Explorer!
English	Using a variety of learning to develop learning of Geography Focus <ul style="list-style-type: none"> <li>• Leaflets, Adverts - Holiday brochures</li> <li>• Travel journals/Diary Entries- writing in role</li> <li>• Letter/Email Writing/Postcards</li> <li>• Personal response</li> <li>• Draft and write by selecting appropriate grammar and vocabulary</li> <li>• Use a range of devices to build cohesion within and across paragraphs</li> <li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• Hot seating - asking relevant questions</li> <li>• Interviews</li> <li>• Fact files and profiles</li> <li>• Non-fiction writing</li> <li>• Non-chronological reports</li> <li>• Diaries</li> <li>• Letters</li> <li>• Comparative writing</li> <li>• Story writing based on historical period</li> <li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>



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<p>Continuous English Skills</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Secure spelling including homophones</li> <li>Prefixes/ silent letters</li> <li>Using a thesaurus</li> <li>Legible, fluent handwriting</li> <li>Plan writing to suit audience and purpose</li> <li>Use organisational and presentational features</li> <li>Use consistent appropriate tense</li> <li>Proof reading</li> </ul>	<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal and passive verbs</li> <li>Use relative clauses</li> <li>Use commas for clauses</li> <li>Use brackets, dashes and commas for parenthesis</li> </ul>	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Command of standard English</li> <li>Consider and evaluate different viewpoints</li> <li>Use appropriate register</li> </ul>
<p>Maths Links</p>	<p><b>Number focus all term</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers</li> <li>Interpret negative numbers in context,</li> <li>Count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li>Solve number problems and practical problems that involve all of the above.</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> <li>Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>Read, write, order and compare numbers with up to three decimal places</li> <li>solve problems involving number up to three decimal places</li> </ul>		<p><b>Calculation focus all term</b></p> <ul style="list-style-type: none"> <li>columnar addition and subtraction</li> <li>Rounding</li> <li>Solve addition and subtraction multi-step problems in contexts</li> <li>Identify multiples and factors, (factor pairs, common factors).</li> <li>Prime numbers, prime factors/composite (non-prime) numbers.</li> <li>Multiplication/Division up to 4 digits</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>



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Year Five

<p>Science</p>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Planets</li> <li>• Day and Night</li> <li>• Phases of the Moon</li> <li>• Seasons</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>• Size and Scope</li> <li>• What is space?</li> <li>• Our place in space</li> <li>• Mysteries of Space</li> </ul>
<p>History</p>	<p>All objectives to be met in Term 2 &amp; 4</p>	<p><b>British History:</b> Invasions settlements and kingdoms of the Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> <li>• Anglo Saxon Villages (life &amp; culture)</li> <li>• Viking Villages (life &amp; culture)</li> <li>• Roman Withdrawal from Britain</li> <li>• Settlements &amp; invasions</li> <li>• Kingdoms</li> <li>• Studying Dane Gald invasion</li> <li>• Character profile of Edward the Confessor</li> </ul>
<p>Geography</p>	<ul style="list-style-type: none"> <li>• General knowledge (How to read an atlas/atlas features, latitude, longitude, cardinal directions,)</li> <li>• Name &amp; locate UK countries &amp; capitals/general location in Europe</li> <li>• Name &amp; locate countries, cities, regions &amp; features of the UK</li> <li>• Use 4-6 figure grid reference on OS maps</li> <li>• Use fieldwork to record &amp; explain areas</li> <li>• A study of regions of Europe</li> <li>• Climate/Physical geography (water cycle review)</li> <li>• Language &amp; culture/values</li> <li>• Trade &amp; economic partnerships</li> </ul>	<p>All objectives to be met in Term 2 &amp; 4</p>



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Year Five

<p><b>Art and Design</b></p>	<p><b>Art</b></p> <p>Learn about great artists, architects and designers Use sketch books to collect, record, review, revisit and evaluate ideas</p> <p>Specific study into different European artists draw/paint in the style of...</p> <ul style="list-style-type: none"> <li>• UK: J.M.W Turner, L.S Lowry and Damien Hirst</li> <li>• Germany: Paul Klee</li> <li>• Turkey: textile and mosaics (variety of traditional artists)</li> <li>• Italy: Leonardo da Vinci</li> <li>• Russia: Russian folk art (variety of artists and examples, tie in with folk stories)</li> </ul>	<p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional &amp; appealing products</li> <li>• Generate, model &amp; communicate ideas</li> </ul>
<p><b>Music</b></p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Learn by heart the different names for musical notes</li> <li>• Sing in tune according to changes in notes</li> <li>• Improvise and compose using dimensions of Music</li> </ul>	<p>Compositions of Viking and Anglo Saxon battle</p> <ul style="list-style-type: none"> <li>• Listen to detail and recall aurally- listening to examples of dramatic, battle compositions and analysing</li> <li>• Improvise and compose using dimensions of Music</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Evasion Netball</b></p> <ul style="list-style-type: none"> <li>• Importance of Warm up/cool down procedures</li> <li>• Rules of game</li> <li>• Coordination in throwing, running, and body movement</li> <li>• Evasion techniques and strategies</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Importance of Warm up/cool down procedures</li> <li>• Techniques and form/use of muscles/stabilizers</li> <li>• Coordination in jumping, running, and body movement</li> </ul>
<p><b>PSHE</b></p>	<p><b>Being Me in my World - Jigsaw</b></p> <ul style="list-style-type: none"> <li>• Community walk/compasses/maps/write up</li> </ul>	<p><b>Celebrating Difference - Jigsaw</b></p>



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Year Five

RE	<p><b>Judaism</b></p> <ul style="list-style-type: none"><li>• General beliefs and practices</li><li>• Leaders and Teachers (Abraham, Moses &amp; David)</li><li>• Traditions (candles, hands on children's heads in blessing, bread and wine, Havdalah symbols (Shabbat)</li><li>• Grab an atlas; where is Jerusalem? Etc</li><li>• Research clusters of religious communities (location)</li></ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"><li>• General beliefs and practices (Creation, Bible, &amp; Jesus' life)</li><li>• Leaders and Teachers (Jesus, Abraham, Mary (the mother of Jesus), The Apostle Paul, Abraham (and descendants), John The Baptist)</li><li>• Christmas (the birth of Christ), Easter (the resurrection of Christ), Advent, Lent, Pentecost</li></ul>
FRENCH	<p><b>French</b></p> <ul style="list-style-type: none"><li>- Listen &amp; engage</li><li>- Engage in conversations, expressing opinions</li><li>- Speak in simple language &amp; be understood</li><li>- Develop appropriate pronunciation</li><li>- Present ideas &amp; information orally</li><li>- Show understanding in simple reading</li><li>- Adapt known language to create new ideas</li><li>- Describe people, places &amp; things</li><li>- Understand basic grammar, e.g. gender</li></ul>	<p><b>French</b></p> <ul style="list-style-type: none"><li>- Listen &amp; engage</li><li>- Engage in conversations, expressing opinions</li><li>- Speak in simple language &amp; be understood</li><li>- Develop appropriate pronunciation</li><li>- Present ideas &amp; information orally</li><li>- Show understanding in simple reading</li><li>- Adapt known language to create new ideas</li><li>- Describe people, places &amp; things</li><li>- Understand basic grammar, e.g. gender</li></ul>
Computing	<p>Using tools and criteria (which are fit for purpose) to develop learning of Internet Safety Focus</p> <p>Digital Literacy</p> <ul style="list-style-type: none"><li>• Keeping Safe online</li><li>• Sharing Personal information</li><li>• Apps/games/online awareness</li><li>• How to be kind/why be kind</li><li>• How to use Microsoft Powerpoint (slide design, presentation creation, general features)</li></ul>	<p>Digital Literacy: <b>Coding</b></p> <ul style="list-style-type: none"><li>• Design &amp; write programs to solve problems</li><li>• Use sequences, repetition, inputs, variables and outputs in programs</li><li>• Detect &amp; correct errors in program</li><li>• Understand uses of networks for collaboration &amp; communication</li><li>• Be discerning in evaluating digital content</li></ul>