



HADLOW PRIMARY SCHOOL  
 Medium Term Curriculum Plan  
 Spring Term-Year Five



	<b>Once Upon a Time</b> Imagination - The Muscle of the Soul	<b>Horrible History</b> Rule and Revolution
Termly Focus	Literacy - Wolf Brother	History - Ancient Maya, Aztecs and Incas
Stunning Start	Zones of Regulation	
Red Carpet Event		<b>Class Museum</b> - Parents invited in to explore a cross-curricular display of children's history the learning
Enrichment	Hook for Topic: Analysis of first page; how the author used suspense/imagery to immediately hook the reader	Mayan Temple Themed Working Wall Hook for Topic – Riddle
Key Texts	Wolf Brother	Library texts
English	<ul style="list-style-type: none"> <li>• Draft and write by selecting appropriate grammar and vocabulary</li> <li>• In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</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> </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/Letters</li> <li>• Comparative writing</li> <li>• Story writing based on historical period</li> <li>• zig-zag books</li> </ul>



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	<ul style="list-style-type: none"><li>• Hot seating – asking relevant questions</li><li>• Interviews</li><li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li><li>• Proof-read for spelling and punctuation errors</li><li>• Hot seating – asking relevant questions</li><li>• Interviews</li></ul>		
Continuous English Skills	<u>Writing</u> <ul style="list-style-type: none"><li>• Secure spelling including homophones</li><li>• Prefixes/ silent letters</li><li>• To use a thesaurus</li><li>• Legible, fluent handwriting</li><li>• Plan writing to suit audience and purpose</li><li>• Develop character, setting and atmosphere in narrative</li><li>• Use organisational and presentational features</li><li>• Use consistent appropriate tense</li><li>• Proof reading</li><li>• Performing own compositions</li></ul>	<u>Grammar</u> <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>	<u>Speaking and Listening</u> <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>



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Maths Links	<p>Number focus all term: <b>Fractions</b></p> <ul style="list-style-type: none"><li>• Compare and order fractions</li><li>• Add and subtract fractions with common denominators, with mixed numbers</li><li>• Multiply fractions by units</li><li>• Write decimals as fractions</li><li>• Order and round decimal numbers</li><li>• Link percentages to fractions and decimal</li></ul>	<p>Number focus all term: <b>Measure</b></p> <ul style="list-style-type: none"><li>• Convert between different units</li><li>• Calculate perimeter of composite shapes and area of rectangles</li><li>• Estimate volume and capacity</li><li>• Measure and identify angles</li></ul>
Science	<p>Termly Focus: <b>Forces</b></p> <ul style="list-style-type: none"><li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li><li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li><li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li></ul>	<p>Termly Focus: <b>Changes of State</b></p> <ul style="list-style-type: none"><li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li><li>• Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li><li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li><li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li><li>• 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.</li></ul>



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History	All objectives met in <b>Terms 2 and 4</b>	<b>Broader History Study</b> <ul style="list-style-type: none"><li>• Location of Maya, Aztec and Incan civilisations</li><li>• Learning about Mayan, Aztec and Incan lifestyle and traditions (culture and societal structure/traditions)</li><li>• Mayan, Aztec and Incan religions/customs/and the hierarchy</li><li>• Maya, Aztec and Incan housing</li><li>• Timeline</li><li>• Hardships/war/agriculture</li></ul>
Geography	All objectives to be covered in <b>Terms 1 and 6</b>	All objectives to be covered in <b>Terms 1 and 6</b>
Art and Design Technology	<b>Design and Technology</b> <ul style="list-style-type: none"><li>• Use research and criteria to develop products which are fit for purpose and aimed at specific groups</li><li>• Use annotated sketches, cross-section diagrams and computer-aided design</li><li>• Analyse and evaluate existing products and improve own work</li><li>• Use mechanical and electrical systems in own products, including programming</li></ul>	<b>Artistic Expression:</b> <ul style="list-style-type: none"><li>• Learn about ancient architecture</li><li>• Improving mastery of techniques such as sketching</li><li>• Learn about great artists, architects and designers</li><li>• Learn about impressionism-style painting</li><li>• Attempt to paint an impressionistic style painting of a Mayan pyramid</li></ul>



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Music	<b>Music</b> <ul style="list-style-type: none"><li>• Improvise and compose pieces of work</li><li>• Perform with control and expression solo and in ensembles</li></ul>	<b>Music</b> <ul style="list-style-type: none"><li>• Develop an understanding of the history of music, including great musicians and composers</li></ul>
Computing	<b>We are Web Developers:</b> <ul style="list-style-type: none"><li>• Develop research skills to decide what information is appropriate</li><li>• Understand some elements of how search engines select and rank results</li><li>• Question the plausibility and quality of information</li><li>• Develop and refine ideas and text collaboratively</li><li>• Develop understanding of online safety and responsible use of technology</li></ul>	<b>Term 4 - We Are Bloggers</b> <ul style="list-style-type: none"><li>• Become familiar with blogs as a medium and a genre of writing</li><li>• Create a sequence of blog posts on a theme</li><li>• Incorporate additional media</li><li>• Comment on the posts of others</li><li>• Develop a critical, reflective view of a range of media, including text</li></ul>
RE	Religious Studies: <b>Christianity:</b> Jesus' life <ul style="list-style-type: none"><li>• Baptism,</li><li>• temptations,</li><li>• healer (miracles),</li><li>• teacher (parables)</li><li>• Jesus' friends/disciples</li><li>• Famous Christians</li></ul>	Religious Studies: <b>Christianity</b> <ul style="list-style-type: none"><li>• Temptations,</li><li>• healer (miracles),</li><li>• Jesus' friends/disciples</li><li>• Local Christians, eg someone who works for local charities, Christian Aid, the local Hospice</li><li>• Commitment confirmation Faith in action</li><li>• commitment faith miracle mission parable disciple</li><li>• confirmation baptism faith belief sacrament marriage wedding denominations protestant roman</li></ul>
PSHE	Jigsaw - <b>Dreams and Goals</b>	Jigsaw - <b>Healthy Me</b>



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French	<b>French</b> <ul style="list-style-type: none"><li>• Listen and engage</li><li>• Engage in conversations, expressing opinions</li><li>• Speak in simple language and be understood</li><li>• Develop appropriate pronunciation</li><li>• Present ideas and information orally</li><li>• Show understanding in simple reading</li><li>• Adapt known language to create new ideas</li><li>• Describe people, places and things</li><li>• Understand basic grammar, e.g. gender</li></ul>	<b>French</b> <ul style="list-style-type: none"><li>• Listen and engage</li><li>• Engage in conversations, expressing opinions</li><li>• Speak in simple language and be understood</li><li>• Develop appropriate pronunciation</li><li>• Present ideas and information orally</li><li>• Show understanding in simple reading</li><li>• Adapt known language to create new ideas</li><li>• Describe people, places and things</li><li>• Understand basic grammar, e.g. gender</li></ul>
PE	<b>Dance</b> <ul style="list-style-type: none"><li>• Develop flexibility and control in gym, dance and athletics</li></ul>	<b>Gymnasitics</b> <ul style="list-style-type: none"><li>• Importance of Warm up/cool down procedures</li><li>• Techniques and form/use of muscles/stabilisers</li><li>• Coordination in jumping, running, and body movement</li></ul>
Special Weeks/ Important Events	Science Week Outdoor Learning Day Safer Internet Day (6th-10th February) Create, Connect, and Share Respect: A better Internet starts with you!	Book Week