

Class Timetable Year 5

Day	8.40-9.00	9.00-9.55	10.30 - 12.00		1.15pm - 2.30pm	2.30pm - 3.10pm
Mon	Spellings Comprehension Grammar	English	Fluency	Maths	Topic	Assembly / Reading Fluency
Tues	Comprehension Grammar	English	Fluency	Maths	PE	Science / Topic
Wed	Grammar Comprehension	English	Fluency	Maths	Topic / Art / Science	
Thur	Comprehension Grammar	English	Fluency	Maths	PE	Homework
Fri	Spellings Comprehension/ Grammar	English	Fluency	Maths	RE / PSHCE	Assembly

Medium term plans - Term 5 - Year 5

English

<u>Composition</u>	<u>Grammar/ Spellings</u>	<u>Reading</u>
Newspaper writing • Identifying the layout of a newspaper – what makes a newspaper different from other texts? • Examples of and practise of using language structures used in a newspaper article. • Using the who, what, where, when, why and how questions to structure the writing. • Formal and informal language. • Using direct and reported speech. • Using relative clauses and parenthesis effectively to convey extra information.	Spellings • Adding suffixes to change nouns into plurals -s, -es, -ies. • Words ending in -able and -ible • Words ending in -ably and -ibly • Homophones Grammar • Recognising, using, and diagramming prepositional phrases • Phrases and clauses • Independent and dependent clauses • Recognising, using, and diagramming direct objects • Relative clauses • Remembering, using, and applying the adjective and adverb questions	Composition • Identifying literal answers to questions using the text clues • Learning to answer inference questions by finding clues in the text. • Skimming and scanning for key words. Fluency • Reading skills for fluency when reading aloud.

Maths

<u>Concept</u>	<u>Fluency</u>
Fractions • Add and subtract fractions. • Add and subtract mixed numbers and improper fractions • Multiplying unit fractions and non-unit fractions by an integer • Multiply mixed numbers by integers • Fractions of amounts Decimals and percentages • Decimals up to two decimal places • Decimals as fractions • Rounding decimals • Compare and order decimals • Understanding percentages • Percentages as decimals and fractions	• Recap of calculation strategies • Doubling and halving • Application of times table facts • Common equivalencies • Rounding decimals • Adding and subtracting decimals • Multiplying by powers of 10

Other subjects

<u>Science</u>	<u>Topic - History</u>	<u>RE</u>	<u>PSHCE</u>	<u>PE</u>
• Reproduction in plants • Changes into old age See knowledge organiser for more information	• Crime and punishment See knowledge organiser for more information	• Christianity	• Puberty – changes to the body and mind.	Athletics • Relay • Long jump • Javelin thrown

History Knowledge Organiser – Crime and punishment

Year 5	Summer 1
National curriculum statements / objectives • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	

Vocabulary	
Confinement	Being held in a specific location such as a jail.
Court	A place where legal matters are decided.
Crime	An act that is deemed unacceptable or prohibited.
Evidence	Facts or information which indicate if something is true or false.
Illegal	Forbidden by the law.
Judge	A person appointed to decide punishments according to the law.
Jury	A group of people who decide if a person is guilty or innocent.
Justice	Fairness and equality based on right and wrong. Can include punishments if laws are broken.
Law	A set of rules to follow. Usually determined by those in power.
Legal	Allowed by the law.
Morality	Beliefs about what is right and wrong.
Punishment	Punishment is when something is done to a person that they do not like – usually as a result of breakings laws / rules.
Rehabilitation	the action of restoring someone to health or normal life
Responsibility	A duty / commitment to do something.

Useful websites and reading.
• https://www.bbc.co.uk/bitesize/topics/z8w3n9g - bbc bitesize information about some of the time periods we will be covering. • https://www.booksfortopics.com/crime-and-punishment - A selection of different books that might interest children that can be bought based around our topic.

What will I know by the end of the unit?	
What is crime and Punishment?	• Know what constitutes a crime and why certain punishments fit the crime committed. • Know the difference between right and wrong and why people believe certain actions are right or wrong. • Understand where our knowledge of right and wrong stems from. • What influences affected the beliefs of populations throughout history and the modern day. • Know the modern-day punishments and legal age of responsibility in the United Kingdom.
What is right and wrong?	
How do we know what is right and wrong?	
At what age are you legally responsible?	
What was crime and punishment like in Roman times?	• There was no police force in Roman times, but they did have a group called the Vigiles. • Punishments based on class in roman society – slaves, plebs and nobles. • Punishments in the Roman Army and war – decimation. • Jusitia and the scales of justice. • Crucifixion and why it was used.
What was crime and punishment like in Anglo-Saxon England?	• Trail by ordeal • Paying a wergild – blood price dependent on the crime • Tithing - a group of ten men were made responsible for each other’s behaviour. • Laws were written by the King to decide what punishments you would receive. • Most crimes carried a fine – treason or serious crimes would be dealt with using the death penalty. • Repeat offenders were punished more severely
What was crime and punishment like in Tudor times?	• Stocks, branding and whipping punishments. • Executions, such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason (crimes against the king) or heresy (following the wrong religion). • Executions were public events that people would come to watch. They were very popular and huge crowds would attend.
How has societies views on crime and punishment changed over the course of history?	• How has history shaped law and order, crime and punishments today? • What is similar and what is different? • What roles did religion play in justifying right and wrong?

Science Knowledge Organiser – Living things and their habitats / animals, including humans.

Year 5	Summer 1
<u>National curriculum statements / objectives</u> • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop to old age. • Describe changes experienced in puberty.	

Vocabulary	
Gestation	The time between conception and birth.
Life cycle	The series of changes in the life of an organism
Oestrogen	The main female sex hormones. Helps to drive female sexual characteristics.
Pistil	The male part of a flower.
Pollination	The act of transferring pollen grains from the male anther of a flower to the female stigma.
Puberty	When a child's body begins to develop and change as they become an adult.
Reproduction	The biological process by which new individual organisms – "offspring" – are produced
Stamen	The female part of a flower.
Testosterone	A hormone produced by the human body. Helps drive male sexual characteristics.

What will I know by the end of the unit?	
How do flowering plants reproduce?	• Plants can reproduce either sexually or asexually. • Pollination through bees and insects help flowers to reproduce sexually. • I can name the parts of a flowering plant and describe their purpose. • I can describe how plants reproduce asexually. • I understand that plants that reproduce asexually are genetic clones of their parents.
The life cycle of a human - What happens to humans as we age?	• I can describe the changes to the human body at various stages of the life cycle.
Puberty – changes to girls and boys	• I can describe the physical, emotional, and psychological changes that will occur with puberty.

Extra information
The girls will participate in a discussion about sanitary products where they will get the opportunity to look at a range of products and ask any questions they may have about them.
This session is no longer run by the school nurse and therefore will be run by staff.

What should I already know?
Year 2 • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Year 3 • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • identify that humans and some other animals have skeletons and muscles for support, protection and movement. Year 4 • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • describe the simple functions of the basic parts of the digestive system in humans. • identify the different types of teeth in humans and their simple functions. • construct and interpret a variety of food chains, identifying producers, predators and prey. Year 5 • The life cycles of a mammal, an amphibian, an insect and a bird.