



SPRING MTP – YEAR 5

Class Topic – The Victorians

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENGLISH	<p><u>Poetry: To be able to create imagery</u></p> <p>Using examples of observational poetry</p> <p><u>Focus:</u> Imagery</p> <p>-use of language techniques such as noun phrases, personification, metaphors and their impact on the reader.</p> <p>Embed: Proof read for all other punctuation including commas for list, subordinating, fronted adverbials. (self and peer assessment)</p> <p>Punctuation: colon and semi-colon</p>		<p><u>Narrative: to be able to create atmosphere</u></p> <p>Mystery and Suspense.</p> <p><u>Focus:</u></p> <p>-use of the five senses</p> <p>-direct speech</p> <p>-paragraphs</p> <p>Embed: Proof read for all other punctuation including commas for list, subordinating, fronted adverbials.</p> <p><u>Narrative: to be able to describe a setting</u></p> <p>Children will be working on character descriptions.</p> <p><u>Focus:</u></p> <p>-word choices and detail description</p> <p>-use of simile and metaphors and their impact on the reader.</p> <p>-focusing on detail</p> <p>Embed: Proof read for all other punctuation including commas for list, subordinating, fronted adverbials.</p>		<p><u>To be able to write a Newspaper report</u></p> <p>Children will be writing a Newspaper report about some of the events during Victorian times</p> <p><u>Focus:</u></p> <p>Features of the Newspaper report</p> <p>5 www</p> <p>Quotes</p> <p>Formal and informal language</p> <p>Passive voice</p> <p>Punctuation: colon and semi-colon</p> <p><u>To be able to write a persuasive letter</u></p> <p>Children will be writing to the cat protection society to persuade them to save the rare breed of Mesopotamian cats using their previous knowledge.</p> <p><u>Focus:</u></p> <p>Features of persuasion</p> <p>Exaggeration</p> <p>Conjunctions</p> <p>Using a wide range of cohesive devices across paragraphs and within</p>	

Grammar	<u>Word classes and their functions</u> Nouns: different types of nouns Singular and plural nouns /spelling rules	<u>Word classes and their functions</u> different types of pronouns determiners – different types	<u>Word classes and their functions</u> Verbs Modal verbs	<u>Tenses:</u> Present Future Past Present Perfect Present Progressive	<u>Word class and their functions</u> Adjectives Adverbs	<u>Clauses, Phrases and Sentences</u> Phrases, Clauses, Co-coordinating and Subordinating
Maths	<u>Fractions</u> -to be able to find equivalent fractions -to be able to simplify fractions -to recognize mixed numbers and improper fractions and convert from one to the other. RECAP: Identifying factors and Multiples	<u>Fractions</u> - To be able to order and compare fractions whose denominators are all multiples of the same number? - To be able to order fractions and compare fractions including mixed numbers - To be able to solve problems involving the order of fractions.	<u>Fractions</u> -To add and subtract fractions with the same denominator and denominators that are multiples of the same number. -to add and subtract fractions including mixed numbers. -to multiply proper fractions and mixed numbers by whole numbers -To solve problems including adding/subtraction and multiplication of fractions. -To find a fractions of a number and solve problems.	<u>Fraction/Decimals</u> -To read and write decimals numbers as fractions. -To recognise and use thousandths and relate them to tenths, hundredths and decimal places. -To read, write and compare numbers with up to 3 decimal places -To solve problems involving number up to three decimal places.	<u>Multiplication and Division</u> Multiply numbers up to 4 digit numbers using a formal method (long and short multiplication) Divide numbers using the short and long division method <u>New:</u> start to recognise square and cube numbers	<u>Measure</u> To be able to measure and calculate perimeter To be able to calculate the area of a rectangular shape. To be able to calculate the area of a compound shape.
RE <i>Revelation</i>	<u>CHRISTMAS</u> Pupils will be able to understand the role of Herod in the Christmas story (AT1) Pupils will be able to explain how this story is shaping belief (AT2/3)	<u>Revelation</u> <u>The Baptism of Jesus</u> Pupils will be able to show understanding of the story of the Baptism of Jesus by John by making a link with the revelation of Jesus as the Son of God (AT1) Pupils will be able to show understanding of how the	<u>Revelation</u> Pupils will be able to show understanding of the symbolism used in scripture stories studied. (AT1) Pupils will show understanding of the role of the spirit in scripture by making links between the baptism of Jesus	<u>Revelation</u> <u>The parables of the Kingdom</u> Pupils will be able to show understanding of the Kingdom parables by relating them to Christians beliefs about the Kingdom. (AT1)	<u>Revelation</u> <u>The parables of the kingdom</u> Pupils will be able to show how beliefs about the Kingdom affect the moral values of believers (AT2) Pupils will correctly use evidence from a variety of sources to discuss the	<u>Revelation</u> <u>The parables of the kingdom</u> Pupils will be able to show how beliefs about the Kingdom affect the moral values of believers (AT2) Pupils will correctly use evidence from a variety of sources to discuss the

		Baptism of Jesus helped shaped his life by referring to other scripture stories. (AT1)	and other scripture stories. (AT1)	Pupils will be able to show how an understanding of the meaning of the kingdom parables might shape a Christian life. (AT1)	question “The kingdom of God presents people with a new way to live” (AT3)	question “The kingdom of God presents people with a new way to live” (AT3)
Geography/ History Block 3 Weeks				<u>Victorians</u> <u>Geographical knowledge:</u> To be able to discuss key aspects of Queen Victoria’s reign. To compare a child’s life in Victorian times to modern day. To learn about the work house. To understand how the industrial revolution changes the lives of many. To identify features which of our local town which are Victorian. To investigate the development of the railway. To understand that Britain ruled over a large part of the Earth. To investigate how trade made Britain wealthy. To understand what is meant by a transport link. I understand where our energy and natural resources come from <u>Map and Atlas work:</u> To use the eight points of a compass. (also link to PE) To be able to use thematic maps for specific purposes. To be able to read and compare map scales To be able to use four-figure and find six-figure grid references. (also links to Maths) <u>Field Work:</u> To plan and carry out a fieldwork investigation into Victorian influence in Amesbury		

ART	<u>Skill Drawing</u> I can use a pencil to create hard and soft lines to record detail in the distance, foreground and create shadow and avoid using an eraser I can use coloured pencil to layer colours to create depth of colour and tone I can draw with the tip of charcoal or pastel to create detail I can blend and overlay colours to create soft backgrounds, using fingers to smudge (pastel or charcoal) I can use pens to begin to record minute detail			<u>Sketchbook:</u> I can use a sketchbook to record my observations and develop my ideas I can use a sketchbook to develop and apply my ideas I can use a sketchbook to practice the different techniques I have learned. I can use my sketchbook to discuss and evaluate my own work and that of other artists		
Science Properties and Changing Materials.	Material Properties	Dissolving	Separating a Mixture	Reversible/irreversible changes	Uses of everyday Materials.	
Computing	Simulation Scratch 1	Simulation Scratch 1	Simulation Scratch 1	Simulation Scratch 1	Simulation Scratch 1	Simulation Scratch 1
PSHE JIGSAW	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals
PE (Indoor)	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
PE (Outdoor)	Netball	Netball	Netball	Netball	Netball	Netball
Spanish						
Music		Charanga	Charanga	Charanga	Charanga	Charanga