



Year 5

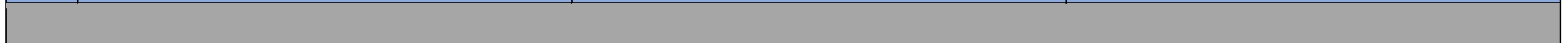
Spelling, English, Maths and Foundation Subjects
Medium Term Plan Spring 2 2025-2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SPELLING	Words with 'ie' after 'c': society, deficient, efficient, emergencies, glacier, inefficient, science, sufficient, ocean, temperature	Words where 'ei' can make an /ee/ sound (including after c): caffeine, deceive, either, neither, protein, ceiling, receive, seize, perimeter, area	Words where 'ough' makes an /or/ sound: afterthought, bought, brought, fought, nought, ought, sought, wrought, cycle, mammal	Words containing 'ough': although, thorough, doughnut, enough, plough, rough, though, toughen, design, template	Adverbs of possibility and frequency: certainly, definitely, infrequently, obviously, occasionally, probably, possibly, rarely, synagogue, pilgrimage	UKS2 Statutory Words: accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm
ENGLISH	Core text or inspiration: The Boy at the Back of the Class					
	Purposes for Writing: To entertain - diary					
	Vocabulary, Grammar and Punctuation	Composition Planning	Composition Drafting and Writing		Composition Evaluating and Editing	
<ul style="list-style-type: none"> • Use spaces between words • Use capital letters correctly • Use full stops • Use ? and ! • Use apostrophe ' for contraction • Use apostrophe ' for possessive singular and use apostrophe ' for possessive plural • Use commas , for lists • Use speech with “ ” and other punctuation (e.g. . , ? ! and end punctuation) • Use a comma , after fronted adverbials 	plan their writing using the Spotland Planning for Writing Framework by: <ul style="list-style-type: none"> • 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 to develop their ideas • in writing narratives, consider how authors have developed characters in what they have 	<ul style="list-style-type: none"> • write for different purposes (inform, explain, persuade and entertain) • select appropriate grammar and vocabulary, understanding how such choices can enhance meaning • in narratives, describe settings, character and plot • integrate dialogue to convey character • précis longer passages • build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns 		<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, • distinguish between the language of speech and writing and choose the appropriate register 		

<ul style="list-style-type: none"> • Use a dash - between independent clauses • Make sentences with different forms: statement, question • Use coordination to join clauses using and, or, but, so, yet • Use subordinating conjunctions for time / place / cause • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use fronted adverbials followed by a comma • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use modal verbs or adverbs to indicate degrees of possibility • Use regular noun and verb suffixes e.g. s, es, ed • Develop vocabulary, including through understanding of prefixes and suffixes un-, -ly, -ate, -ise or -ify • Use of the forms a or an according to whether the next word begins with a consonant or a vowel 	<p>read, listened to or seen performed</p>		<ul style="list-style-type: none"> • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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\geq	Decimals and Percentage	Perimeter and Area	Statistics

<p>Step 8: Order and compare decimals (same number of decimal places)</p> <p>Step 9: Order and compare any decimals with up to 3 decimal places</p> <p>Step 10: Round to the nearest whole number</p> <p>Step 11: Round to 1 decimal place</p> <p>Step 12: Understand percentages</p> <p>Step 13: Percentages as fractions</p> <p>Step 14: Percentages as decimals</p> <p>Step 15: Equivalent fractions, decimals and percentages</p>	<p>Step 1: Perimeter of rectangles</p> <p>Step 2: Perimeter of rectilinear shapes</p> <p>Step 3: Perimeter of polygons</p> <p>Step 4: Area of rectangles</p> <p>Step 5: Area of compound shapes</p> <p>Step 6: Estimate area</p>	<p>Step 1: Draw line graphs</p> <p>Step 2: Read and interpret line graphs</p> <p>Step 3: Read and interpret tables</p> <p>Step 4: Two-way tables</p> <p>Step 5: Read and interpret timetables</p>
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Unit: Living things, life cycles and reproduction

SCIENCE	Unit: Living things, life cycles and reproduction					
	Life cycles and reproduction in plants L.O. Knowledge:	Life cycle of a mammal L.O. Knowledge:	Life cycle of a bird L.O. Knowledge:	Life cycle of an amphibian L.O. Knowledge:	Life cycle on an insect L.O. Knowledge:	Asexual reproduction in plants L.O. Knowledge:
	<ul style="list-style-type: none"> To describe the life cycle of a plant, including the reproductive stage 	<ul style="list-style-type: none"> To describe the life cycle of a mammal 	<ul style="list-style-type: none"> To describe the life cycle of a bird and compare it with that of a mammal 	<ul style="list-style-type: none"> To describe the life cycle of an amphibian 	<ul style="list-style-type: none"> To describe the life cycle of an insect and compare it with that of an amphibian 	<ul style="list-style-type: none"> To describe asexual reproduction in plants
	L.O. Working scientifically:	L.O. Working scientifically:	L.O. Working scientifically:	L.O. Working scientifically:	L.O. Working scientifically:	L.O. Working scientifically:
	<ul style="list-style-type: none"> To observe and compare equivalent parts in different flowers 	<ul style="list-style-type: none"> To research the life cycles of different mammals 	<ul style="list-style-type: none"> To pose questions to compare the life cycles of different birds 	<ul style="list-style-type: none"> To suggest how temperature may affect egg hatching 	<ul style="list-style-type: none"> To use data to describe a relationship and make predictions 	<ul style="list-style-type: none"> To represent root growth over time on a line graph

Outco	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Describe the life cycle of a plant, including the reproductive stage Describe the life cycle of a mammal Describe the life cycle of a bird and compare it with that of a mammal
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	<ul style="list-style-type: none"> • Describe the life cycle of an amphibian • Describe the life cycle of an insect and compare it with that of an amphibian • Describe asexual reproduction in plants <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Observe and compare equivalent parts in different flowers • Research the life cycles of different mammals • Pose questions to compare the life cycles of different birds • Suggest how one temperature may affect egg hatching • Use data to describe a relationship and make predictions • Represent root growth over time on a line graphs
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HISTORY	Unit: Not taught this half term					

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GEOGRAPHY	Unit: Why do oceans matter?					
	How do we use our oceans? L.O. To explain the importance of our oceans	What is the Great Barrier Reef? L.O. To locate and describe the significance of the Great Barrier Reef	Why are our oceans suffering? L.O. To explain the impact humans have on coral reefs and oceans	What can we do to help our oceans? L.O. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry	How littered is our marine environment? – data collection L.O. To collect data on the types of litter polluting a marine environment	How littered is our marine environment? – Findings L.O. To present, analyse and evaluate data collected

Outcomes	Pupils who are secure will be able to: <ul style="list-style-type: none"> • Describe the water cycle • Describe how the ocean is used for human activity • Explain how the ocean helps to regulate the Earth's climate and temperature • Identify the Great Barrier Reef as part of Australia • Describe the benefits of the Great Barrier reef • Describe how humans impact the oceans and the consequences of this • Explain some actions that can be taken to help support healthy oceans • Explain which data collection method would be best for marine fieldwork and why • Collect data using a tally chart, photographs and a sketch map • Safely navigate the fieldwork environment • Make suggestions for how to improve a marine environment • Present data using a tally chart and pie chart 					
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ART	Unit: Not taught this half term					

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D.T.	Unit: Textiles					
	Designing a stuffed toy L.O. To design a stuffed toy	Blanket stitch L.O. To sew a blanket stitch	Details and appendages L.O. To create and add decorations to fabric	Stuffed toy assembly L.O. To use a blanket stitch to assemble the components of a stuffed toy	Catch up lessons	Catch up lessons

Outcomes	Pupils who are secure will be able to: <ul style="list-style-type: none"> • Design a stuffed toy, considering the main component shapes of their toy • Create an appropriate template for their stuffed toy • Join two pieces of fabric using a blanket stitch • Neatly cut out their fabric • Use appliqué or decorative stitching to decorate the front of their stuffed toy • Use blanket stitch to assemble their stuffed toy, repairing when needed • Identify what worked well and areas for improvement 					
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R.E.	Unit: If God is everywhere, why go to a place of worship? (Christians, Hindus and Jewish people)					
	What is a place of worship? What is it for?	What is a Christian place of worship? What is it for?	What is a Hindu place of worship? What is it for?	What is a Jewish place of worship? What is it for?	Are people more important than the place?	What does a place of worship mean to believers?

Outcomes	<ul style="list-style-type: none"> • Recall and name some key features of places of worship studied • Select and describe the most important functions of a place of worship for the Christian community • Select and describe the most important functions of a place of worship for the Hindu community • Select and describe the most important functions of a place of worship for the Jewish community • Present ideas about the importance of people in a place of worship, rather than the place itself • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers 					
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PSHE	Unit: Rights and respect					
	What's the story?	Fact or opinion?	Mo makes a difference	Rights, respect and duties	Spending wisely	Lend us a fiver!

Outcomes	<ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing • Express their opinions on an issue concerning health and wellbeing • Make recommendations on an issue concerning health and wellbeing • Understand the difference between a fact and an opinion • Understand what biased reporting is and the need to think critically about things we read • Explain what we mean by the terms voluntary, community and pressure (action) group • Give examples of voluntary groups, the kind of work they do and its value • Define the differences between responsibilities, rights and duties • Discuss what can make them difficult to follow • Identify the impact on individuals and the wider community if responsibilities are not carried out • State the costs involved in producing and selling an item • Suggest questions a consumer should ask before buying a product • Define the terms loan, credit, debt and interest • Suggest advice for a range of situations involving personal finance
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MUSIC	Unit: Musical spotlight – Enjoying Musical Styles Social Question – How does music teach us about our community?					
	L.O. To listen, respond to, sing and play to ‘Erie Canal’	L.O. To sing and improvise with ‘Erie Canal’	L.O. To create a graphic score for ‘Superheroes’	L.O. To improvise with ‘Heroes’	L.O. To sing ‘Happy to be Me’	L.O. – Revisit songs from the unit to sing, play, improve and compose

Outcomes	<ul style="list-style-type: none"> • Find and keep a steady beat • Understand how pulse, rhythm and pitch work together • Listen and copy more complex rhythmic patterns, including triplets, aurally and visually • Copy back complex melodic patterns • Talk about the emotions of a piece of music and my personal opinion • Identify the style, instruments, structure (including introduction and bridge) and theme of a song • Recognise major and minor tonalities and the sound of the pentatonic and Blues scales • Understand rap as a form of vocal delivery and describe three of its components • Rehearse, learn and sing songs with different simple and complex time signatures • Sing as part of a choir, in unison and in harmony, on pitch and in time • Sing expressively, with attention to breathing, phrasing, dynamics and articulation, following the leader • Discuss in depth how the song connects to the world and its relevant culture
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- Play a melody on a tuned instrument, with an ensemble or solo
- Play accurately and practise playing to improve performance
- Improvise sections of music which include structured phrases and improved melodic shape
- Improvise using a wider range of dynamics and more complex rhythms
- Compose music in response to a stimulus
- Use a planned structure with composing
- Use a variety of rhythms, dynamics and tempo directions in their composition
- Use and understand the structure of a major and minor triad, the pentatonic scale, major and minor scales and a home note
- Create a melody and explain its musical structure and shape, identifying melodic intervals and melodic steps
- Create compositions with an awareness of the chords in the backing track
- Perform solo, in a small group or as a class
- Evaluate performances and discuss the strengths and weaknesses of their own performance

Unit: Netball / Teambuilding

PE (outdoor)

Attacking

L.O. To understand attacking roles in netball

Defending

L.O. To understand defending roles in netball

Working as a team

L.O. To understand how my role works with others in my team

Playing a match

L.O. To play in a netball tournament

Teambuilding

L.O. To participate in teambuilding activities

Teambuilding

L.O. To participate in teambuilding activities

Outcomes

- Receive a ball moving at speed
- Throw accurately over different distances
- Strike a ball at different speeds
- Use the skills of movement in a variety of sports
- Change the speed and find space in a variety of sports
- Throw a variety of implements using a range of throwing techniques
- Take part in competitive games with a strong understanding of tactics and composition

COMPUTING	Unit: Spreadsheets					
	Revisiting spreadsheets L.O. To refresh and extend understanding of formulae and functions from previous learning	Converting measurements L.O. To use formulae in 2Calculate to convert measurements between different units	Creating Line Graphs L.O. To use 2Calculate to create and interpret line graphs that show how data changes over time	Tracking Weather Patterns L.O. To analyse weather data by using spreadsheets to identify patterns	Planning and Budgeting an Event L.O. To use spreadsheets to plan and budget for an event	Planning a holiday L.O. To use a spreadsheet to plan a holiday
Outcomes	<ul style="list-style-type: none"> • Use basic formulae correctly • Understand that writing formulae manually increases the chance of making a mistake • Apply a range of formulae in spreadsheets to perform calculations efficiently • Enter data accurately into a spreadsheet • Use multiplication and division to convert between units • Apply formulae to solve conversion problems • Understand that a line graph is used to record continuous data • Create a correctly labelled line graph from relevant data • Identify trends by reading a line graph • Record weather data accurately in a spreadsheet • Create graphs or charts to show trends in the data • Make predictions based on data found within data and graphs • Enter income and cost items accurately • Use formulae to calculate totals and profit or loss • Present my budget clearly in a spreadsheet for others to understand • Extract relevant information from a brochure and enter this into a spreadsheet • Design a spreadsheet that uses formulae to calculate total costs • Format and present a spreadsheet that clearly shows a plan 					
F	Unit: n/a - not taught this half term					

Outco						