



# Hillcrest Primary School

## Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

### TLC Text: The Many World of Albie Bright



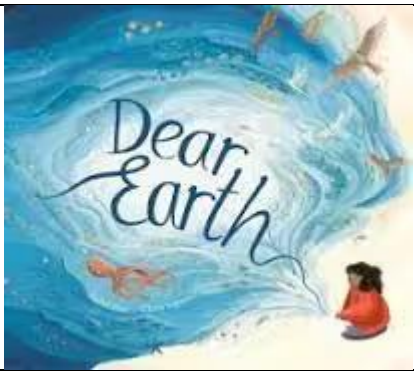
Year Group: 5		Term: Summer 1				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p>To revise differences between literal and inferred</p> <p>To be able to support inferences using evidence from the text</p> <p>To build basic understanding of Characters and plot</p>	<p>To be able to express character emotions and motivation</p> <p>To edit, redraft and revise work to create a better effect.</p> <p>To comment, assess and analyse work making appropriate comments</p>	<p>To begin to understand Schroedinger's theory</p> <p>To use QBT in TLC book as part of an explanation</p> <p>To identify Key sentence, word and presentation features of explanatory texts.</p> <p>To use relative clauses and parenthesis to enhance a report.</p>	<p>To annotate a Wagoll</p> <p>To identify the present perfect verb form.</p> <p>To innovate and plan an independent piece of writing</p> <p>To create explanation text in Big Write</p>	<p>To identify &amp; understand vocabulary such as plot, sub-plot, theme, plotline and story arc</p> <p>To see how small changes give opportunities to writer</p> <p>To understand writer's (TLC) choices and effects on plot.</p>	<p>To create shared success criteria.</p> <p>To contribute to whole class shared writing</p> <p>To create a plot map</p> <p>To understand how plot devices can be used to create cohesion</p> <p>To individually produce a fictional narrative that moves the plot forward.</p>
<b>Grammar &amp; Punctuation</b>	<p>To use commas to clarify meaning or avoid ambiguity in writing</p>	<p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>To use brackets, dashes or commas to indicate parenthesis</p>	<p>To use a wide range of devices to build cohesion within and across paragraphs</p>	<p>To use further organisational and presentational devices to structure text and to guide the reader</p>	<p>To use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To proofread for spelling and punctuation errors</p>
<b>Spelling</b>	<p>To revise Strategies for learning words: using a range of strategies</p> <p>develop dictionary embarrass exaggerate excellent frequent frequency confident confidential confidence</p>	<p>To teach strategies at the point of writing: using etymological/ morphological strategies for spelling</p> <p>immediate programme signature sincerely official special artificial partial confidential essential</p>	<p>To teach and practise: Homophones (cereal/ serial, father/farther, guessed/guest, morning/ mourning, who's/whose)</p> <p>weary wary steel steal stationary stationery profit prophet principle principal</p>	<p>To learn Strategies for learning words: words from statutory spelling lists</p> <p>occupy occur opportunity persuade privilege dependable comfortable understandable reasonable changeable</p>	<p>To teach and practise: Proofreading for words on statutory list</p> <p>forty frequently harass individual necessary noticeable forcible legible incredibly consideration</p>	<p>To teach and practise related core words and suffixes in spelling</p> <p>referring referred referral preferring preferred transferring transferred reference referee preference</p>
<b>Maths</b> Area and perimeter Statistics	<p>To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p>	<p>To solve comparison, sum and difference problems using information presented in a line graph</p>	<p>To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p>	<p>To Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°).</p>	<p>To Identify, describe and represent the position of a shape following a reflection or translation, using the</p>	<p>To Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and</p>

<p><i>Shape</i></p> <p><i>Positions &amp; Direction</i></p>	<p>To calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes.</p>	<p>To complete, read and interpret information in tables, including timetables</p>	<p>To draw given angles and measure them in degrees (°).</p> <p>To draw given angles and measure them in degrees (°).</p> <p>To identify angles at a point and 1 whole turn (total 360°).</p>	<p>To use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>appropriate language, and know that the shape has not changed</p>	<p>know that the shape has not changed.</p>
<p><b>Science</b></p> <p><i>Earth and Space</i></p>	<p>To understand the relative sizes of the Earth, moon and sun using scale models.</p> <p>To describe the movement of the Earth and other planets relative to the Sun in the solar system.</p> <p>To describe the movement of the Moon relative to the Earth.</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>To understand that the Earth rotates to create night and day.</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>To understand that the Moon orbits the Earth and rotates on its axis, the Moon has phases and appears to change shape.</p> <p>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>To describe the Sun, Earth and Moon as approximately spherical bodies</p>	<p>To understand that the Earth orbits the sun once a year creating the four seasons.</p>	<p>TAPS Assessment</p>
<p><b>Art</b></p>	<p>To be familiar with phases of the moon and sequence.</p> <p>To be familiar with vocabulary of crater, impact, debris, scape, sea (relating to the Moon), trough, valley.</p> <p>To have studied moonscapes.</p> <p>To use sketch books to experiment with best method.</p>	<p>To experiment with medium of chalk.</p> <p>To develop knowledge of contrast, tone, shade, light, texture and stroke.</p> <p>To use highlighting, blending, rubbing, smudging &amp; damping to create effects.</p>	<p>To analyse and discuss their own work.</p>	<p>To appreciate and discuss the work of other artists with their peers.</p> <p>To create a piece in the style of Van Gough's 'Starry Night' using pastel.</p>		
<p><b>Music</b></p> <p><b>Balinese music</b></p>	<p>To understand Gamelan music and the history.</p> <p>To begin to create rhythms inspired by Gamelan.</p> <p>To use a range of instruments.</p>	<p>To explore another form of Balinese music, the KECAK chant.</p> <p>To understand the creation of an interlocking chant.</p>	<p><b>To make connections between kecak and belenganjur</b></p> <p>To understand how to connect a range of Balinese and Gamelan sounds.</p> <p>To use simple notation.</p>	<p>To understand ternary form (ABA)</p> <p>To understand a pentatonic scale.</p>	<p>To understand and explain the vocabulary terms tempo and dynamics.</p> <p>To use contrasting tempo and dynamics when playing.</p>	<p>To explain how ternary form the structure of Ravel's and their own composition is.</p> <p>To discuss how their composition has been formed.</p>

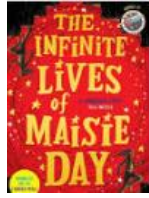
<b>MFL (French)</b> <i>Les Jeux Olympiques</i>	To learn how to decode and breakdown longer texts in the foreign language using language learning strategies such as looking for cognates.	To decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.	To recognise, recall and spell 10 different sports in the Olympic games with their definite articles/determiners in the foreign language.	To integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'faire'  To be able to say which sports they do in the foreign language.	To learn how to describe what sports different Olympians do in the foreign language, along with their sporting titles.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.
<b>Outdoor P.E.</b> <i>Tennis</i>	To return the ball using a forehand groundstroke under pressure.	To return the ball using a backhand groundstroke under pressure.	To use a variety of shots to keep a continuous rally going.	To develop the underarm serve and understand the rules of serving.	To develop the volley and understand when to use it.	To apply rules, skills and principles to play against an opponent.
<b>Indoor P.E.</b> <i>Basketball</i>	To develop ways to move the ball and apply them to different situations.	To develop ways to move the ball and apply them to different situations.	To communicate with my team, move into space and take the ball towards the goal	To defend an opponent and know when to try to intercept.	To develop shooting and explore when to pass, dribble or shoot	To use and apply skills, principles and tactics to a game situation.
<b>R.E.</b> <b>Why are some places in the world significant to believers?</b>	To consider whether height can make a place significant by exploring how some people understand and use mountains.	To identify the importance of Jerusalem to some Jewish, Christian and Muslim people.	To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.	To investigate the significance of the River Ganges for religious and non-religious people.	To find out about beliefs by investigating relics.	To evaluate who should have access to significant places.
<b>Computing</b> <i>We are Adventurer Gamers</i>	To plan an interactive adventure game	To write descriptions for their game	To source images for their game	To create links between slides	To add audio narration to their game	To test one another's games and give feedback
<b>Life Skills (PSHE &amp; RSHE)</b> <i>Economic wellbeing</i>	To prioritise needs over wants.	<b>Why are some places in the world significant to believers?</b>	To identify the significance of borrowing and loaning money.	To examine the risks associated with handling money online.	To identify and challenge stereotyping in the workplace.	To explore how personal interests and skills align with different careers.

*We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!*

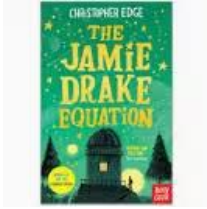
<b>Supplementary Texts</b>	<b>Same Author: Christopher Edge</b>	<b>Readers also liked...</b>	<b>Non-Fiction</b>
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Dear Earth by Isobel Otter



The Infinite Lives of Maisie Day



The Jamie Drake Equation



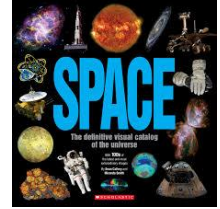
Escape Room



Boy in the Tower by Yo HenPolly



Beyond the Sky by Dara O'Brain



Space