

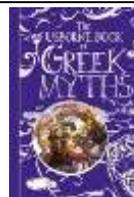


Hillcrest Primary School

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:
Greek Myths



TLC Hook:
Greek Day

Year Group: 5

Term: Spring 2

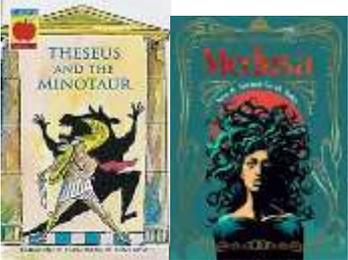
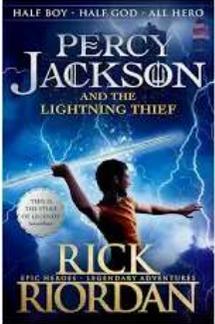
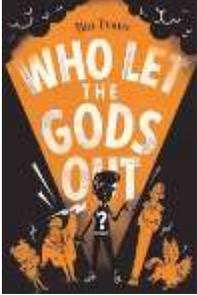
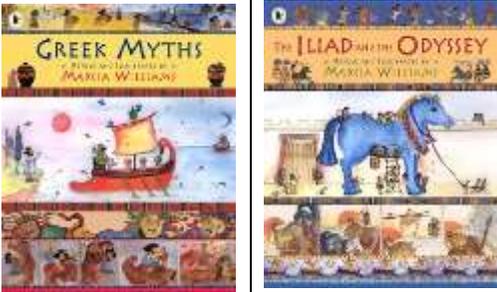
Spring Half Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>To make predictions and distinguish between inference and literal statements.</p> <p>To use drama and roleplay to engage with the text.</p> <p>To Cold write a newspaper report for a Greek myth.</p>	<p>To identify fact vs opinion in statements</p> <p>To answer comprehension questions to improve ambitious vocabulary in context</p> <p>To annotate a WAGOLL Newspaper</p> <p>To plan a newspaper article & To Share write paragraphs</p>	<p>To begin to draft a newspaper article based on a Greek myth</p> <p>Ch will edit, uplevel, peer assess, proofread their newspaper article.</p> <p>Author Write - Write a newspaper report</p>	<p>Chn will use intonation and volume in oral performance</p> <p>Ch will attempt to cold write an advert</p> <p>To compare adverts and their effect</p> <p>To Identify key features of adverts and read various adverts from magazines.</p>	<p>To annotate an advertisement WAGOLL</p> <p>To learn main features of advert genre and persuasive devices</p> <p>To persuade using emotive language, rhetorical questions, alliteration, second person, rewards etc</p> <p>Shared Write advert Paragraphs</p>	<p>To plan an advert for a Greek Hero</p> <p>To peer assess and improve their own work taking upon advice given</p> <p>To independently write, edit, uplevel, peer-assess, redraft and proofread an advertisement for a Greek Hero</p> <p>Author Write - Write an advertisement for a Greek hero to help defeat a mythological monster</p>
Grammar & Punctuation	<p>To distinguish between 1st and 3rd person</p>	<p>Identify & write direct and reported speech using speech marks.</p>	<p>Identify and use modal verbs</p>	<p>To deepen their understanding of using effective bullet points in a lists</p>	<p>To plan a persuasive job advert using modal verbs, persuasive devices...</p>	<p>To use conjunctions and fronted adverbials to link paragraphs</p>
Spelling	<p>Revise: Spellings taught in previous half term</p> <p>Assess: Words from statutory and personal spelling lists</p> <p>Endings which sound like /jəs/ spelt -cious or -tiou</p>	<p>Teach Proofreading: checking from another source after writing</p>	<p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Revise and practise: Building words from root words</p>	<p>Assess Building words from root word</p> <p>Revise Homophones</p>	<p>Learn Strategies for learning words: words from statutory and personal spelling list</p> <p>Assess: Words from statutory and personal lists</p> <p>Teach: Words with the /i:/ sound spelt 'ei'</p>	<p>Teach 'ei' and 'ie' words</p> <p>Assess 'ei' and 'ie' words</p>
Maths Fractions Decimals and Percentages Perimeter and area	<p>To multiply fractions and mixed fractions</p> <p>To calculate a fraction of a quantity</p>	<p>To read and write decimal numbers as fractions</p>	<p>To solve problems using percentage and decimal equivalents.</p>	<p>To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p>	<p>To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p>	<p>To calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.</p>
Science Properties and Changes of materials	<p>To compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets.</p>	<p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p>	<p>TAPS : Assessment Week</p>	<p>To 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</p>

	<p>To know that some materials will dissolve in liquid to form a solution.</p> <p>WS To use test results to make predictions to set up further comparative and fair tests.</p>	<p>WS To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>WS To record results of increasing complexity using scientific diagrams and labels.</p>	<p>associated with burning and the action of acid on bicarbonate of soda</p> <p>WS To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>		<p>WS To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in written form.</p>
<p>Art <i>Sketching Medusa</i></p>	<p>To create image of Medusa using art pencils.</p>	<p>To draw faint lines to draw the face, to allow for the movement around the face of the snakes.</p>	<p>To split up an enlarged Medusa face into pieces - each child copies their piece then put back together to create a wall display of Medusa</p>	<p>To use vase template and decorate with either daily Greek life, Greek Gods or Greek warfare. To use repeating Greek patterns at the base and top of the vase.</p>		
<p>Music Building a Groove Epoca</p>	<p>To recreate one or more drum grooves.</p> <p>To create their own drum patterns as part of a group.</p> <p>To rotate their created drum groove.</p>	<p>To work collaboratively in groups.</p> <p>To compose a bassline to 'lock in' with their drum patterns.</p>	<p>To compose a memorable riff-based melody.</p> <p>To review their work to make improvements.</p>	<p>To listen actively in a musical statues game and respond to the music.</p> <p>To listen actively to <i>Época</i>.</p> <p>To show the character of the music through movement and describe it in words.</p> <p>To move in time as a group.</p>	<p>To develop and demonstrate an understanding of the history of Argentine tango.</p> <p>To listen actively and develop listening skills by responding to different musical parts through movement.</p> <p>To explore <i>staccato</i> movement and represent it in their bodies.</p>	<p>To listen actively and develop listening skills by responding to different musical parts through movement.</p> <p>To work creatively in small groups, sharing and developing ideas.</p> <p>To respond to music, showing <i>legato</i> movement in their bodies.</p> <p>To improvise an 8-beat movement pattern.</p> <p>To move to show the character of the drums.</p>
<p>MFL (French) <i>Chez Moi (My Home)</i></p>	<p>In this lesson pupils will learn how to say in the foreign language whether they live in a house or an apartment and where they live based on a choice of five different locations.</p>	<p>In this lesson pupils will consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house in the foreign language</p>	<p>In this lesson pupils will learn how to recognise, recall and spell a further five different rooms in the house in the foreign language.</p>	<p>In this lesson pupils will revisit negative structures in the foreign language to allow them to say which rooms they do not have in their houses.</p>	<p>In this lesson pupils will be encouraged to put all their new language into context by integrating it with previously learnt language including personal details.</p>	<p>In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment</p>
<p>Indoor P.E. Yoga</p>	<p>To understand how breath can help me to hold and move from pose to pose.</p>	<p>To identify and use balance when exploring poses and creating a flow.</p>	<p>To identify and use flexibility when exploring poses and creating a flow.</p>	<p>To identify and use strength when exploring poses and creating a flow.</p>	<p>To create and refine a flow with a partner.</p>	<p>To lead others through our flow.</p>
<p>Outdoor P.E. Golf</p>	<p>To explore technique for hitting accurately over a short distance.</p>	<p>To explore technique for hitting over a short distance.</p>	<p>To select and apply the correct technique for the situation.</p>	<p>To explore the technique for a long game.</p>	<p>To select the appropriate shot for the situation.</p>	<p>To apply knowledge of rules and skills to design and compete in a tournament.</p>
<p>R.E. What happens when we die?</p>	<p>To recognise the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews.</p>	<p>To explore some Jewish beliefs about death through the concept of purgatory.</p>	<p>To explore Muslim beliefs about the afterlife by investigating sources</p>	<p>To explain what funerals can mean in different worldviews.</p>	<p>To explore the role of forgiveness for some people in different worldviews.</p>	<p>To recognise the significance of Dia de los Muertos for some Catholic people.</p>

Computing We are web designers	To learn about the school network and how it connects to the Internet	To learn how messages are passed on the Internet	To learn how web pages are built of HTML	To plan an online safety website	To write pages for their site	To add links and media to their site
Life Skills (PSHE & RSHE) Citizenship	To begin to understand what happens when the law is broken	To explore the links between rights and responsibilities	To understand how reducing our use of materials and energy will help the environment	To understand how we recognise and value the contribution people make to the community	To recognise the role of pressure groups	To begin to understand how parliament works

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!

TLC Texts	Readers also liked...	Readers also liked...	Picture Books
			
Theseus and the Minotaur Medusa	Percy Jackson by Rick Riordan	Who let the God out	Ancient Greece Eyewitness