



# 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 Sword of Herobrine' by Jim Anotsu



**TLC Hook:**  
 Minecraft World  
 Outdoor Learning

**Year Group: 5**

**Term: Spring 1**

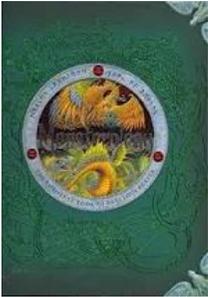
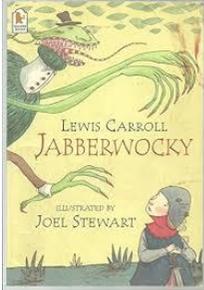
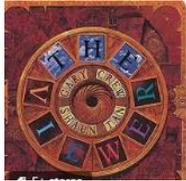
### Autumn Half Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	To make predictions and distinguish between inference and literal statements.  To share Minecraft artefacts and immerse in the world of Minecraft.	To use drama and roleplay to engage with the text.  To invent a Minecraft inspired monster.	To explore the structure of a non-chronological report.  To explore some WAGOLs of non-chronological reports.	To share write, draft, edit and redraft a 'Faction' repost.  To write an independent non-chronological 'Faction' monster report.	To explore a performance poem.  To learn and perform a performance poem.  To explore poetic features (portmanteau).	To plan an imitation poem in the style of Jabberwocky.  To write poem in the style of Jabberwocky.
<b>Grammar &amp; Punctuation</b>	To use relative clauses beginning with who, which, where, when, that and whose.	To use expanded noun phrases to convey complicated information concisely	To using brackets, dashes or commas to indicate parenthesis  To accurately use a thesaurus	To use a wide range of devices to build cohesion within and across paragraphs  To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	To investigate the effect of grammar and punctuation in poetry	To use poetic punctuation conventions accurately
<b>Spelling</b>	To learn Y5/6 common exception words	To assess words from statutory and personal spelling list To learn rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	To learn rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Assess rare GPCs	To learn words ending in '-ably' and '-ibly' Practise Words ending in '-ably' and '-ibly'	Lean words ending in '-ably' and '-ibly' and investigate homophones (led/lead, steel/steal, alter/altar) Practise Strategies for learning words: homophones	To learn homophones Learn/Assess Strategies for learning homophones:
<b>Maths</b> <i>Multiplication and Division</i>  <i>Fractions</i>  <i>Decimals and Percentages</i>	To add and subtract fractions with different denominators.  To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.	To multiply and divide numbers mentally, drawing upon known facts.  To divide numbers up to 4 digits by a one-digit number using the formal written method of short division including remainders.	To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.  To complete an end of unit assessment.	To solve problems fractions to calculate quantities.  to solve problems using fractions to divide quantities.  To complete an end of unit test.	To read, write, order and compare numbers with up to 3 decimal places.  To read and write decimal numbers as fractions.  To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	To read and write decimal numbers as fractions.  To solve problems using percentage and decimal equivalents.  To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
<b>Science</b> <i>Properties and Changes of materials</i>	To classify and group materials by their properties, including hardness, transparency and magnetism.  <b>WS</b> To plan different types of scientific enquiries to answer question	To investigate material properties and their purposes.  <b>WS</b> To record data and results.	To compare and group various materials based on their properties of thermal insulation and suggest materials that would be suitable thermal insulators.  <b>WS</b> To take measurements, using a	To explore how some materials will dissolve in water and others will not.  <b>WS</b> To use test results to make predictions to set up further comparative and fair tests.	To explain the differences between reversible and irreversible changes.  <b>WS</b> To create informative, labelled scientific diagrams to share the results of enquiries they have carried out	Assessment Task  To plan and carry out a fair test to compare the absorbency of different brand nappies  <b>WS</b> To reporting and presenting findings from enquiries, including conclusions.

			range of scientific equipment.			
<b>Design &amp; Technology</b> CAM Mechanisms	To design a 'Contained Biome' that could be kept in a household.	To compare their design to the 'Closed Biome'. Understand water cycle	To follow instructions to build biome environment To use materials to create a closed biome	To ensure closed system is working compare and evaluate system. Improve	To decide how to monitor change in environment	To evaluate success/failure of project To create a criteria for success
<b>Art</b> Pixilated Art	To learn about the artist Ellesworth Kelly and his style of painting using coloured squares.  To revise ideas/vocabulary of primary and secondary, warm and cold, complementary and contrasting colours.  To discuss plan for whole class painting of Ellesworth Kelly inspired 'pixellated' painting,	To paint 10x10cm grids in a variety of colours and tones of those colours.  To brush in the same direction on their grids as the 'direction' of the stroke will help contrast the pixel in the future.	To use squared paper for chn to design their own Minecraft 'skin', what they would look like if they were drawn through into the Minecraft world.	<i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i>		
<b>Music</b> Madina tun Nabi	To practise echo playing rhythms and melodies by ear.  To learn the song's chorus.	To learn about Islamic music and Nasheed.  To learn the verse and introduction and verse 1 of song.	<u>Assessment Week</u>  To recap the melody of Hey Ho! Nobody Home.  To learn the song in two parts with an accompaniment.	To recap the song Madina.  To improvise with the notes G-A-B-C-D  To listen to arabic music.	To recap sections of the song – Madina tun nabi.  To learn the chords to the Chorus.  To listen to music containing microtones.  To briefly review what has been covered in the lesson	To watch an improvised introduction.  To rehearse the elements separately: drone, chords, improvisation, singing, and put them all together.
<b>MFL (French)</b> Le Weekend	To introduce the aim of the unit Les vêtements and to learn ten new nouns and articles for items of clothing.	To continue with introduction of the next eleven items of clothing.	To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte.	To look more closely at adjectival agreement by describing clothes in terms of colour.	To learn about possessive adjectives in French and apply this knowledge in an activity where they will be packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my' in French.	To revise all language covered so far and complete assessment for the unit.
<b>Indoor P.E.</b> Dance	To create a dance using a random structure and perform the actions showing quality and control.	To understand how changing dynamics changes the appearance of the performance.	To understand and use relationships and space to change how a performance looks.	To copy and repeat movements using the stimulus of 'Jabberwocky' poem.	To work with a partner to copy and repeat actions in time with the music.	To work collaboratively with a group to choreograph a dance and perform.
<b>Outdoor P.E.</b> O.A.A.	To develop communication and negotiation skills	To develop strong communication and negotiation skills to solve challenges	To develop planning and problem-solving skills	To share ideas and work together to solve problems	To develop navigation and map reading	To create and follow a key and route on a map
<b>R.E.</b> Peace	To explain the meaning of the word 'peace'.	To explain how different religion's view peace.	To state the similarities and differences between each religion's view on peace.	To explain how some religions use inner peace to find peace and can reflect on this technique.	To explain how religions focus on community cohesion to bring about peace.	To recognise key peace symbols.
<b>Computing</b> We are Adventure Gamers	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.

<p><b>Life Skills (PSHE &amp; RSHE)</b> Health &amp; Wellbeing</p>	<p>To use yoga poses and breathing to relax.</p>	<p>To understand the benefits of sleep.</p>	<p>To understand the purpose of failure.</p>	<p>To learn how to set short-term, medium-term and long-term goals.</p>	<p>To take responsibility for your own feelings and actions and to use vocabulary to describe these.</p>	<p>To understand and be able to plan healthy meals.</p>
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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!

Supplementary Texts	Same Author	Readers also liked...		Picture Books	
					
<p><b>Monsterology</b> by Dugald Steer</p>	<p><b>Herobrine's Revenge</b> by Jim Anotsu</p>	<p><b>Through the Looking Glass</b> By Lewis Carroll</p>	<p><b>Minecraft The Island</b> by Max Brooks</p>	<p><b>The Viewer</b> by Gary Crew</p>	<p><b>Minecraft Graphic Novel</b> By Sarah Grayley</p>