



**Burnt Oak Junior School Medium Term Plan 2024-25 Spring 1**

**Year: 5**  
**Term: Spring 1**

**IPC Topic – The Brave and the Bold**  
**Key Event – Roman day (at local park)**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Phonics/ Spelling</b>	Words with endings sounding like /ʒə/ or /tʃə/ or /ʒən/ revisited	Words with endings sounding like /ʒə/ or /tʃə/ or /ʒən/ revisited	Statutory word lists	Statutory word lists	Words with endings sounding like /ʃəl/ spelt – cial or –tial	Words with endings sounding like /ʃəl/ spelt –cial or –tial
<b>Reading</b>	<p><b>A midsummers night dream</b></p> <ul style="list-style-type: none"> <li>-Can make reasonable predictions based on evidence</li> <li>-Can navigate a text to retrieve specific information</li> <li>-Can find and copy information according to precise criteria</li> <li>-Can locate information to make comparisons between two extracts</li> <li>-Can use the behaviour of fictional characters to consider one’s own behaviour in different situations</li> </ul>	<p><b>A midsummers night dream</b></p> <ul style="list-style-type: none"> <li>-Can summarise a section of text</li> <li>-Can draw inferences about a character from their actions</li> <li>-Can explain and justify inferences using evidence from the text</li> <li>-Can comment on the impression words have on the reader</li> <li>-Can identify evidence of how a theme is explored in a text</li> </ul>	<p><b>I am not a label</b></p> <ul style="list-style-type: none"> <li>-Can compare how personality and emotions change in response to life experiences</li> <li>-Can retrieve information and sequence events</li> <li>-Can use organisational devices to navigate a text</li> <li>-Can use key question words to support retrieval</li> <li>-Can reflect on an author’s intention and consider the impact of having diverse characters represented in books</li> </ul>	<p><b>I am not a label</b></p> <ul style="list-style-type: none"> <li>-Can use stated information and life experiences to make informed predictions</li> <li>-Can consider and select the best evidence when supporting opinions</li> <li>-Can use evidence to prove or disprove a statement</li> <li>-Can infer meaning from specific words or phrases</li> <li>-Can share views on an author’s work and use the content to stimulate ideas of their own</li> </ul>	<p><b>I am not a label</b></p> <ul style="list-style-type: none"> <li>-Can make comparisons using explicit and implicit information</li> <li>-Can use antonyms to support in proving or disproving statements</li> <li>-Can accurately retrieve quotations to support a point</li> <li>-Can retrieve key details from a range of texts and respond concisely</li> <li>-Can identify a theme and structure a talk about it using supporting details from the text</li> </ul>	<p><b>I am not a label</b></p> <ul style="list-style-type: none"> <li>-Can identify key points and write a summary pf these</li> <li>- Can infer the intended meaning of words and phrases</li> <li>- Can use empathy and personal experiences to support inference</li> <li>- Can make reasoned inferences and explain these in an extended response</li> <li>-Can describe how the content of a book may influence future attitudes and behaviour.</li> </ul>
<b>English</b>	<p><b>Stories from another culture</b></p> <ul style="list-style-type: none"> <li>-Can identify cultural references in a narrative</li> <li>-Can use expanded noun phrases to add precision to description</li> </ul>	<ul style="list-style-type: none"> <li>-Can describe the main structure of a narrative and orally rehearse the content of their own</li> <li>-Can include cultural references to set the context for a story</li> <li>-Can describe and develop characters and settings in detail</li> </ul>	<ul style="list-style-type: none"> <li>-Can use expanded noun phrases to add precise detail</li> <li>-Can edit writing to clarify meaning</li> <li>-Can write an effective story resolution that includes cultural references</li> <li>-Can edit writing for impact</li> </ul>	<p><b>Playscripts – Shakespeare retelling</b></p> <ul style="list-style-type: none"> <li>-Know who Shakespeare was and understand his significance.</li> <li>-Summarise characters drawing on explicit and implicit information.</li> <li>-Write concisely</li> </ul>	<ul style="list-style-type: none"> <li>-Plan the structure and content of a synopsis in note form</li> <li>-Incorporate Shakespearian characters and settings in writing</li> <li>-Select vocabulary precisely to enhance meaning</li> <li>-Edit writing for meaning</li> <li>- End of unit assessment</li> </ul>	<p><b>Formal letters of application</b></p> <ul style="list-style-type: none"> <li>-Can use precise language and devices to persuade</li> <li>-Can use and sustain a formal tone throughout</li> <li>-Can recognise and use the subjunctive verb form</li> </ul>

	-Can describe and develop characters in detail -Can use dialogue to help to tell the story	-Can use dialogue to help to tell the story	-End of unit assessment	-Precise selection of vocabulary to enhance meaning -Use commas, brackets and dashes to mark parenthesis		-Can write introductory sentences to signal the theme of a paragraph  <b>Continued into Spring 2</b>
<b>Maths</b>	<b>Multiplication and Division</b> -Multiply by a 4-digit number - Multiply a 2-digit number by a 2-digit number (area model) - Multiply a 2-digit number by a 2-digit number -Multiply a 3 digit number by a 2 digit number - Times table test and arithmetic practice	- Multiply a 4-digit number by a 2 digit number - Solve problems with multiplication - short division - Divide a 4-digit number by a 1-digit number - Times table test and arithmetic practice	-Divide with remainders -Efficient division -Solve problems with multiplication and division -End of block assessment - Times table test and arithmetic practice	<b>Fractions B</b> -Multiply by an integer - Multiply a non-unit fraction by an integer -Multiply a mixed number by an integer -Calculate the fraction of a quantity - Times table test and arithmetic practice	-Calculate the fraction of an amount - Find the whole -Use fractions as operators - End of block assessment - Times table test and arithmetic practice	<b>Decimals and percentages</b> -Decimals up to 2 decimal places -Equivalent fractions and decimals (tenths) -Equivalent fractions and decimals (hundredths) - Equivalent fractions and decimals - Times table test and arithmetic practice
<b>Science (IPC)</b>						
<b>Geography (IPC)</b>						
<b>History (IPC)</b>	-What was it like to be an Athenian child? -How could we classify information to compare experiences of childhood in Sparta and Ancient Athens? -What was the trigger which started the Persian War in 492BC?	- What does the Parthenon tell us now about life in Athens long ago? -How were Greek Myths performed? - What is the legacy of Alexander The Great?	- How did the homes of the rich and the poor in Rome differ? - What were some of the key landmarks in Ancient Rome? -How do we know that the Roman army was so successful?	- What did the Romans ever do for us in Sidcup? - What did the Romans do for the Celts? - What were the key factors that led to the fall of the Roman Empire?	- Who invaded when the Romans left? - What has the Sutton Hoo burial ground told us about Anglo Saxon live? -Who were the Vikings?	-How were Vikings and Anglo Saxons similar and different? - What is the legacy of Alfred the Great? - What was the trigger which started the Battle of Hastings in 1066BC?
<b>Computing (IPC)</b>	Network systems – Computer systems and us	Network systems – Searching the web	Network systems – Selecting search results	Network systems – How are ranked	Network systems – How are searches influenced	
<b>RE</b>	What is a place of worship?  Key question: what are places of worship used for?	What are the differences between Anglican and Baptist Churches?	How does worship at home and worship at the Mandir compare?  Key question: What are the key features of Hindu worship?	What are the different types of Synagogues?  Key question: What do synagogues have in common?	What is a place of worship for?  Key question: Why do places of worship fulfil a special function in the lives of believers?	Explore different aspects of Christian worship.

		Key Question: what is the function of a place of worship?				
<b>PSHE</b>	How can we communicate emotions effectively, including mixed emotions?	How might our mood change and how can we cope with them?	Why might people be overwhelmed by emotions?	How can we describe stress, its causes and expression and develop strategies to manage it?	How can we use a 'problem solving process' to help and get support?	Identify things people might find difficult and develop strategies for staying positive.
<b>MFL</b>	Describe where I live using the 1 <sup>st</sup> person verb conjugation 'j'habite'.	Recognise and recall 5 rooms of the house in French with the correct determiners/article	Recognise and recall 5 more rooms of the house in French with the correct determiners/articles.	Describe what rooms I do not have in my house using the negative structure in French	Use all my new knowledge to describe where I live in French.	End of unit assessment
<b>PE</b>	Specialist teaching					
<b>Music</b>	To explore sound and understand the meaning of pitch	To play a piece of music with a variety of pitches	To play a piece of music with a variety of pitches, playing two notes at a time	To learn what a harmony is and demonstrate harmonies in different pitches	To learn understand what a chord is and be able to play G and D chords	To confidently play chords C and G and amazing grace on either keyboard, piano or guitar
<b>Art &amp; DT</b>	Specialist teaching					