



Burnt Oak Junior School Medium Term Plan 2024-25 Spring 2

Year: 5
Term: Spring 2 **IPC Topic – The Brave and the Bold (and) Roots, Shoots and Fruits.**
Key Event – Shakespearian drama morning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonics/ Spelling	Homophones	Words ending in – ant, –ance /–ancy, –ent, –ence /–ency	Words ending in –ant, –ance /–ancy, –ent, –ence /–ency	Statutory word list	Statutory word list	Homophones
Reading	Boy in the Tower -Can use inference to make comparisons. -Can retrieve specific words or phrases and explain their effect on the reader. - Can use skimming and scanning to retrieve information. - Can use key question words to signal the type of information to be retrieved. -Can express an emotional response to a character through words and images.	Boy in the Tower -Can make a prediction about how a character will behave based on evidence. -Can use inference to support summarising a paragraph. -Can infer from what people say and how they say it. -Can use evidence to support a statement. -Can identify a range of techniques used to end chapters in a narrative.	Boy in the Tower -Can identify red-herring information when answering multiple-choice questions. - Can distinguish between facts and opinions and identify examples of each within a text. -Can retrieve multiple examples from a text. -Can retrieve and combine details from more than one text. -Can locate evidence of a recurring theme in a text.	Boy in the Tower -Can retrieve evidence of change from a text. -Can explain the intended meaning of selected words or phrases. -Can use and interpret evidence as part of an extended response. -Can use evidence to prove or disprove a statement. -Can structure talk and support opinions with evidence.	Boy in the Tower -Can summarise key points using pictorial representations. -Can retrieve information to prove a statement true or false. -Can sequence events in a narrative. -Can find and copy quotations precisely to support a point. -Can recognise themes in a narrative and identify evidence of them.	Boy in the Tower -Can make a reasonable prediction based on stated and implied information. -Can infer the meaning of specific words or phrases. -Can consider the impact of word choices on the reader. -Can use evidence to support a statement. -Can explain the intention behind different narrative structures.
English	Formal letters of application -Can organise and plan the content of a formal letter in note form -Can structure writing in clear paragraphs -Can use precise language and devices to persuade -Plan for Independent write -Independent write on formal letters of application	Biography -Sequence and describe events chronologically and factually -Use pronouns and conjunctions to aid the flow of writing -Use relative clauses to add information -Use the present perfect and past perfect tenses	Biography -Plan the structure and content of a biography in note form -Use pronouns and conjunctions to aid the flow of writing -Use the present perfect and past perfect tenses -Use relative clauses to add information	Biography -Edit writing for meaning -Use pronouns and conjunctions to aid the flow of writing -Use the present perfect and past perfect tenses -Plan for independent write -Independent write of a biography	Poetry word play -Analyse poetic devices used and explain their intended impact -Make precise language choices to enhance meaning and amuse -Use similar writing as a model for own composition. Use word play to amuse. -Perform own composition using appropriate intonation, volume and movement. - Edit writing for impact.	Playscripts -Can read a playscript, taking note of and understanding organisational and presentational devices. -Can write a short scene in the appropriate form -Can convey character by what is said, how it is said and through actions -Can demonstrate shifts in formality in different aspects of a playscript Continued into Summer 1

Maths	-Thousandths as fractions. - Thousandths as decimals. -Thousandths on a place value chart. -Order and compare decimals (same number of decimal places). -Arithmetic	-Order and compare any decimals with up to 3 decimal places. - Round to the nearest whole number. -Round to 1 decimal place. -Understand percentages. -Arithmetic	-Percentages as fractions. -Percentages as decimals. -Equivalent fractions, decimals and percentages. -End of block mini assessment. -Arithmetic	-Perimeter of rectangles. -Perimeter of rectilinear shapes. - Perimeter of polygons. - Area of rectangles. -Arithmetic	-Area of compound shapes. -Estimate area. -End of block mini assessment. - Draw line graphs. -Arithmetic	- Read and interpret line graphs. -Read and interpret tables. -Two-way tables. -Read and interpret timetables. -End of block mini assessment.
Science (IPC)			Topic launch day: School plants investigation.	--Do all plants have the same major parts and functions? - Why does a carrot have roots? -What do plants need in order to thrive.	-Why do some flowers attract more bees and butterflies. -How do flowers attract bees and butterflies? -What is the life cycle of a plant?	-Do all seeds germinate in the same way? -What are the different forms of seed dispersal? -What role do decomposers play in the life cycle of a plant?
Geography (IPC)						
History (IPC)	-What has Sutton Hoo burial ground told us about Anglo Saxon life? - Who were the Vikings? -How were the Anglo Saxons and Vikings similar and different?	- What is the legacy of Alfred the Great? -What was the trigger that started the Battle of Hastings in 1066AD? Topic Exit Point – Create a tapestry of the Battle of Hastings				
Computing (IPC)	-To identify that drawing tools can be used to produce different outcomes	- To create a vector drawing by combining shapes	- To use tools to achieve a desired effect	- To recognise that vector drawings consist of layers of objects	- To group objects to make them easier to work with	- To apply what I have learned about vector drawings
RE	-What are the different aspects of Christian worship?	-Why is pilgrimage important in Hinduism?	-Why is pilgrimage important in Judaism?	-Explore how Jewish people use the Torah to worship.	-Explore different forms of Christian communities.	-Discussion - Should religious buildings be sold to feed the starving?
PSHE	What are my own strengths and skills and how they are perceived by others?	-How do I develop my skill set?	Why are effective communication skills important?	How can we develop effective group work skills?	What influences on our decision making? (including the media)	
MFL	-10 nouns for items of clothing and their determiners.	-11 more nouns for items of clothing and their determiners.	-how to say what I am wearing in French using the verb 'je porte...' (I wear)	-more about adjectival agreement in French, describing items of clothing by	-to use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.	

