

Year 5, Term 1, Medium Term Plan 2026-27

Topic Title: Across the Pond	
English <u>Year 5 Term 1 – Kensuke’s Kingdom</u> • Diary entry – use accurate tense • Setting description – use vocabulary for effect (adjectives and expanded noun phrases) • Instructions – use a range of conjunctions for effect • Letter – write appropriately for the audience • Internal monologue – use a range of sentence openers for effect • Non-fiction – use coherent paragraphs to organise writing	Maths 1. Reasoning with large whole numbers (2 weeks) • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals 2. Problem solving with integer addition and subtraction (2 weeks) • add and subtract numbers mentally with increasingly large numbers • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 3. Line graphs and timetables (2 weeks) • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables
R.E.: Judaism Jewish worship and Community IALT: understand the features of a synagogue	PSHE – Health and Wellbeing The first PSHE term topic of the year is focused on mental health and wellbeing. The children will be developing skills of self-regulation, empathy,

IALT: understand the role of a Rabbi IALT: understand the importance of community to people's lives		respect and teamwork. Children will explore peer pressure and how to respond to bad peer pressure. They will also make links to the British Values. E-Safety Focus: Self-Image and Identity
Art: Peter Thorpe 1957 – Illustrator and designer/Steven Brown 1972 Modern artist and colourist - I can develop line tone pattern texture - I can use different techniques for shading – cross hatching - I can develop an awareness of light source – light/shade - I can develop understanding of perspective - I can develop understanding of composition - I can develop close observation using viewfinders		Music - Understand how written music can take different forms – e.g. ukulele/guitar tablature - Know how to hold, pluck and strum a ukulele correctly. - Understand about the plucked string family and its history - Echo and Improvise rhythmic patterns. - Learn a simple accompaniment and sing whilst playing it - Know the names of the open strings of the ukulele
Mandarin In Mandarin we will... - Recap some of learning from year 4 such as numbers and extend this past ten. - Learn Mandarin words associated with the school day such as what is found in the classroom and within a school bag. - Follow a set of instructions. - Develop our understanding of the Mandarin language and sentence construction with a focus on writing - Say sentences accurately through lots of oral rehearsal.		P.E. In PE we will be doing the following: - Dance – we will be using transitions to link motifs smoothly together, show change of pace and timings in dance routines and ensure actions fits the rhythm of the music - Netball This means each class will do three afternoons (6 hours) of each sport.
Computing		
Substantive Knowledge		Disciplinary Knowledge
This term we will be focussing learning how to use Microsoft PowerPoint effectively We will be selecting, using and combining a variety of software to create a slideshow We will be preparing and presenting information safely and responsibly.		- To be able to create new slides and layouts - To be able to add themes, transitions and animations to a presentation - To be able to insert audio - To be able to evaluate slide layout and make improvements - To be able to organise slides with hyperlinks
Thematic Curriculum		
Topic Title:	Across the Pond	

Big Question:	Why care about North America?
Blurb overview:	In this unit, the children will learn about the spectacularly contrasting geography of North America. Through maps and timelines, we will explore North America's 'discovery' and people who lived there at the time. This unit will focus on the geographical features of North America and differences between living there and the UK.
Celebration of Learning	Children to present to their parents in final lesson
Text Links	There's a Boy in the Girl's Bathroom – Set in North America.
Oracy End Point:	Children to discuss and debate the future of North America. Using their learning from this unit, how has America developed and changed, is all of this positive? What will be the implications for the future? Are there solutions to the problems? Physical: - Project their voice to large audience Linguistic: Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk Cognitive: Draw upon knowledge of the world to support their own point of view and explore different perspectives Social and emotional: Speak with flair and passion

Science

Substantive Knowledge	Disciplinary Knowledge
• To know and be able to describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird. • To know the life process of reproduction in some plants and animals	• To know that scientific knowledge can be used to explain a prediction.

History

Substantive Knowledge	Disciplinary Knowledge
	• To know how to use timelines to place and sequence local, national and international events • To know how to ask a range of questions about the past

Geography

Substantive Knowledge	Disciplinary Knowledge
• To know how to name and locate countries in North America • To know how to describe topographical features (including deserts and mountains) and land use patterns of countries in North America and compare those to the UK • Know how to explain where the main mountain regions are in the UK and North America • Know how to locate time zones and work out time differences • Know the names of and locate some of the world's deserts	• To know and understand that there are geographical similarities and differences between North America and the UK and be able to describe these • To know how to identify key differences between living in the UK and living in a country in North America

• To know how to describe the environmental regions and human characteristics of countries in North America • To know that deserts can be hot and cold		
D&T		
Substantive Knowledge		Disciplinary Knowledge
Cultural Capital		
<i>Need to complete please</i>		
Weekly Overview		Key Intended substantive knowledge
Week 1	PD will take place across the first two days of Term 1 (Thursday 3rd and Friday 4th September), instead of a week of afternoons. Focus text for PD Day 1: Focus Text “Enzo’s Egg” (Twinkl text which I have as a book/e-book and ppt – exploring safe spaces and support for mental health) PD Day 2 will be three PSHE lessons across the day. The ppt of the text and E-book can be found here: Term 1 Resources Term 1 Online Safety Focus - Self Image and Identity – activity to be completed during this week. <i>Philosophy Question for circle time: Can we be happy and sad at the same time?</i> Thrive Focus for PD – re-teach and modelling check ins. Suggested activity: children to create their own safe space diorama/art-work	<i>Lesson 1</i> All: know when I am feeling anxious and that there are strategies I can use to calm down Most: explain the different emotions in the zones of regulation Some: make comparisons to experiences and varying emotions <i>Lesson 2</i> All: know that peer pressure is someone making you do something Most: to be able to identify good and bad peer pressure Some: explain why people try to peer pressure <i>Lesson 3</i> All: know the five British Values Most: explain the 5 British Values Some: make references and comments that link to the British Values



PD Day 2 Lessons across the day:

Lesson 1: IALT: develop strategies to help me when I get anxious
Re-introduce the zones of regulation

Lesson 2: IALT: know that pressure to behave in a bad way can come from a variety of sources IALT: understand how to resist pressure to make wrong choices

Lesson 3: IALT: identity and explain situations using the British Values.

(Recap the British Values and look at scenarios which demonstrate them e.g. people from different faiths enjoying a game of football is tolerance of other faiths, being a friend with someone who has different ideas is mutual respect.)

Week 2
BD

Lesson 1 – Knowledge organiser & Big Question - Why care about North America?
IALT- explore the origins of North America
Who ‘discovered’ North America?

Lesson 1
All: know how to locate countries on maps and atlases
Most: Can also locate capital cities

	Children to explore early maps of North America to give clues about who ‘discovered’ NA (use https://www.nypl.org/collections/nypl-recommendations/guides/historical-maps-north-america to explore a range of maps). Use other sources of evidence (photos and written accounts) that there were people who lived in North America when it was ‘discovered’. Help the children understand that lots of different countries wanted to claim North America for their own in including the British. Place these key events on a timeline. • To know how to use timelines to place and sequence local national and international events • To know how to ask a range of questions about the past • To know how to use maps, atlases, globes and digital/computer mapping to locate countries. Lesson 2- IALT: name and locate countries in North America both past and present Who's in charge? Can maps tell us who colonised North America? Through maps, explore place names and how they can give clues about which countries colonised different countries in NA (New York and Trois-Rivieres). A brief look at the independence of main countries in North America. • To know how to use timelines to place and sequence local national and international events • To know how to name and locate countries in North America Lesson 3- IALT: explore North American artists Art to Start- study and create artwork in the style of famous Northern American artists. Children will create 4 mini artwork pieces in the style of the artist whilst listening to music from that location. NOT IN BOOKS	Some: can use atlases to find more information about countries <i>Lesson 2</i> All: Can locate 4 countries in North America. Most: Can make comparisons of size and population of countries Some: Make inferences about climate. <i>Lesson 3</i> All: Most: Some:
Week 3 MP	Lesson 1 – IALT- describe topographical features and land use of North America and compare them to the UK How was the land used? Explore transition from nomadic (Native Americans, Inuits or Mexican Native Americans) life-styles to farming. Explore some land patterns, such as farming, and compare them to the UK. Use examples from Mexico, America and Canada to show how the geography (topography and climate) impact upon what is grown and how. • To know how to describe topographical features (including deserts and mountains) and land use patterns of countries in North America and compare those to the UK IALT- Explore transition from nomadic lifestyles to modern day farming	<i>Lesson 1</i> All: The meaning of land use and understand land use in the UK Most: Can compare land use in NA to the UK Some: can explain the benefits of land use. <i>Lesson 2</i> All: know what is meant by environmental regions Most: compare environment regions of countries in NA Some: compare environment regions of countries in NA to the UK <i>Lesson 3</i>

	Drama activity- photo sheet Lesson 2 – Can you describe North America? Explore the huge contrast in topographical features of North America. Use maps and digital maps to explore and locate mountain ranges, deserts and other features across NA. Focus on deserts, their locations and differences. • To know how to describe topographical features (including deserts and mountains) and land use patterns of countries in North America and compare those to the UK • To know how to describe the environmental regions and human characteristics of countries in North America IALT- compare topographical features of North America and the UK Map of North America and UK- rivers, countries, capitals, deserts Double page spread x 2- maps in the middle Lesson 3 – How does North America compare to UK? Use this week's learning to compare the geography of North America with the UK. How does farming and deserts and compare to the UK. • To know how to identify key differences between living in the UK and living in a country in North America Covered in lesson 2	All: Can compare key characteristics. Most: Will be able to consider positives and negatives of lifestyle. Some: Can consider economy
Week 4 CN	Lesson 1 – IALT- know how to explain where the main mountain regions are in the UK and North America Mountain or mole hill? In this lesson, the children will explore the mountain ranges of North America. Where are they? what are their names? Key facts? Children to gather as much information about mountain regions in North America • Know how to explain where the main mountain regions are in the UK and North America Go back to double page spread on North America. Add mountain ranges and label. Poss key facts Lesson 2 – IALT- know how to explain where the main mountain regions are in the UK and North America Mountain or mole hill?	<i>Lesson 1</i> All: Most: Some: <i>Lesson 2</i> All: Most: Some: <i>Lesson 3</i> All: Most: Some:

	In this lesson, the children will explore the mountain ranges of the UK. Where are they? what are their names? Key facts? Children to gather as much information about mountain regions of the UK • Know how to explain where the main mountain regions are in the UK and North America Go back to double page spread on UK. Add mountain ranges and label. Poss key facts. Lesson 3 – IALT- compare mountain ranges in North America and the UK Extended piece of writing – Children given the opportunity to present their learning which compares the mountain regions of North America and the UK. They could write a non-chronological report, letter home to family, diary entries, newspaper report... Add landmarks to both maps- sticker pictures?	
Week 5 IR	Lesson 1 – IALT- explore deserts across North America and their unique characteristics Are deserts always hot? In this lesson, the children will explore where deserts are located across North America and explore each of their own unique characteristics. • Know the names of and locate some of the world's deserts • To know that deserts can be hot and cold IALT- compare North America to the UK <u>Non-chron</u> Introduction Landmarks Mountain ranges Climate Rivers and deserts IALT- describe the environmental regions and human characteristics of countries in North America Explore the human impact on North America. Growing population, the need for water, the impact on the environment. Maybe group projects? Create a country factfile, build up the area on a map etc Flag, fun facts to present in their own way	Lesson 1 All: Most: Some: Lesson 2 All: Most: Some: Lesson 3 All: Most: Some:

	Lesson 2 and 3 – Key landmarks in North America – iconic landmarks Parents in- to see projects	
Week 6	Lesson 2 &3 – IALT- explore life-cycles of animals including mammals, amphibians, reptiles, insects and birds Explore the life-cycles of specific animals which live in these deserts. Can the children apply their prior scientific knowledge to make predictions about what characteristics specific animals and plants will have based on their environment. Activity – Matching game – match the animal and plant to the desert. Why have they made those choices (predictions) •To know and be able to describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird. •To know the life process of reproduction in some plants and animals •To know that scientific knowledge can be used to explain a prediction.	Lesson 1 All: Most: Some: Lesson 2 All: Most: Some: Lesson 3 All: Most: Some:
Week 7	Cultural capital Week: Lesson 1 – Key landmarks in North America – iconic landmarks Lesson 2 – Visitor – travel agent to talk about key landmarks or about Inuit’s or Mexican Native Americans Lesson 3 – Children to plan a trip around North America based upon iconic landmarks (Maths, English, History and Geography links)	Lesson 1 All: Most: Some: Lesson 2 All: Most: Some: Lesson 3 All: Most: Some:
Week 8	RE Week	