**Year 5 Medium Term Plan – Spring 2**

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| **Subject** | **Planned coverage** |
| **Maths** | PercentagesGeometry - Area and perimeter of rectilinear shapesStatistics – line graph, tables & timetables |
| **English** | Our Power of Reading text is Pea Boy and other stories from Iran. This text contains seven surreal tales from Iranian folklore. We will be exploring characters’ point of view by writing monologues, developing our persuasive writing skills in job advertisements and formal letters of application, practising our descriptive writing in informal letters, producing a discussion text and writing our own play scripts.  |
| **Science** | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.Describe the life process of sexual and asexual reproduction in some plants and animals. |
| **Topic – Humanities and RE** | Baghdad – The Golden Age of Islam. Studying a non-European society that provides contrasts with British History. Looking at the importance of developments (for example in maths and science) during the period.Studying the 5 pillars of Islam and what it means to follow the Islamic faith.  |
| **Art & DT** | Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use materials other than clay to create a 3D sculpture, create and arrange accurate patterns, use a range of mixed media; create and arrange accurate patterns. We will also be look art Islamic Art, in particular the use of repeating patterns, including tessellation. |
| **Spelling** | See weekly Spelling Shed lists. |
| **PE** | Dodgeball – Throwing, catching and dodging skills. Decision making. Collaboration.Tennis - Develop agility, balance and coordination to support movement in game situations. Striking ball skills. |
| **ICT/computing** | Stop motion animation: Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution.They objectively review solutions from others. \*Children are able to collaboratively create content and solutions using digital features |
| **RSHE** | Continuing to establish the school’s ethos of equity and diversity? (Primarily in Thursday class assembly). |