


Year 5 Medium Term Plan: Spring 2 2026

 <b>SUBJECT</b>	<b>WEEK 1</b> <b>Article 2</b> <i>All children have rights. No child should be treated unfairly on any basis.</i>  <b>Global Goal 16</b>	<b>WEEK 2</b> <b>Article 13</b> <i>You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends other people.</i>  <b>Global Goal 5</b>	<b>WEEK 3</b> <b>Article 30</b> <i>You have the right to practice your own culture, language and religion.</i>  <b>Global Goal 15</b>	<b>WEEK 4</b> <b>Article 27</b> <i>You have the right to food, clothing, a safe place to live and to have your basic needs met.</i>  <b>Global Goal 6</b>	<b>WEEK 5</b> <b>Article 31</b> <i>You have the right to play and rest.</i>  <b>Global Goal 2</b>
<b>ENGLISH Genres</b>	Text: Princess Blanket Genre: letter writing GP&S: <b>Selects the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate</b>	Text: Princess Blanket Genre: Descriptive Writing—Action scene GP&S: Verb Strings Conjunctions and adverbials to link, compare and contrast ideas. <b>P4C (Reasoning) Will wealth warm the Princess' heart?</b>	Text: Princess Blanket Genre: Instructions— GP&S: , <b>maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence</b>	Text: Princess Blanket Genre: Letter Writing GP&S: commas to avoid ambiguity Probability using adverbs. Uses pronouns to avoid repetition where appropriate <b>P4C—(Reflection)</b>	Text: Princess Blanket Genre: Poetry, Narrative writing GP&S: commas to avoid ambiguity Probability using adverbs. Using literary devices <b>P4C (Reasoning) How did music warm the Princess' heart?</b> Assessment
<b>MATHS</b>	Area and scaling	Area and scaling/ Calculating with decimal fractions	Calculating with decimal fractions	Calculating with decimal fractions	Calculating with decimal fractions/ Factors, multiples and primes
<b>SCIENCE</b>	<b>What do they know about the Earth, Sun and the Moon. Introduction to the topic.</b> Mind maps <b>Use their scientific experiences to explore ideas and raise different types of questions.</b>  Science Museum trip	<b>Describe the movement of the Earth and other planets, relative to the sun in the solar system.</b> <b>Skills:</b> Records and presents findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Size of Sun, Earth and Moon and their distances from each other.	<b>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</b> <b>Describe the movement of the moon, relative to the Earth.</b> Explaining night and day. <b>Skills:</b> Reports on findings from enquiries, using relevant scientific language and conventions. <b>British Science week</b>	<b>Describe the movement of the moon, relative to the Earth.</b> <b>Describe the Sun, Earth and Moon as approximate spherical bodies.</b>  Using data to draw conclusions about the sun at different times of the year.	<b>To use the Earth's rotation to explain day and night due to the apparent movement of the sun across the sky.</b> Phases of the moon  Assessment
<b>COMPUTING</b>	Data Bases Internet safety	Gaming– setting the scene	Gaming– creating the game environment	Gaming– create the game quest	Gaming– finish and share the game. Evaluation
<b>HUMANITIES</b>	Introduce topic. Mountains What do we know about Mountains? Research facts about mountains around the world.	How are mountains formed? Naming and describing different types of mountains. Use Geographical vocabulary to write a non chronological report about mountains.	Use secondary resources to locate mountains around the world. Tallest and longest mountains. Different types of Maps—contour lines.	Weather and Tourism—positive and negative effects. <b>P4C—(Reflection) Environmental issues and economic growth</b>	How does Mount Snowden compare with other mountains around the world? Write a comparison report. Create a tourist information leaflet for a mountain range.
<b>DT</b>	Investigating different types of gloves.	Planning: Design criteria for my gloves. purpose	Making my gloves. selecting the tools, equipment, materials	Making my gloves, sewing	Evaluating– what went well What would I do next time
<b>PE / DANCE</b>	Please see separate planning				
<b>RE</b>	What do we mean by Christian denomination?	Beliefs, ideas and worship can be expressed in different ways	Some aspects of Christian belief are shared between churches and others are not	What can we learn from Christian religious buildings about the people who worship there	Easter—What is it?
<b>SMSC</b>	Jigsaw : I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. <b>P4C (Reasoning) What makes our bodies healthy?</b>	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I know and can put into practice basic emergency aid procedures (including recovery position.	I understand how the media, social media and celebrity culture promotes certain body types. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems  <b>P4C (Reasoning) What makes us unique</b>	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy .  <b>P4C—(Reflection)</b>
<b>MUSIC</b>	Drumming	Drumming	Drumming	Drumming	Drumming