

The Good Shepherd  
Catholic Primary School



Y5 Medium Term  
Planning

2023 - 2024

YEAR 5 Autumn 2023				Weekly Science		
Sep 4	History	Ancient Greece		Cycle 1	Properties and changes of materials	
	Art	Drawing and painting Block A				STRONG START
11	History	Ancient Greece				What properties do materials have? How do we use them?
	Art	Drawing and painting				
18	History	Ancient Greece				What is a solution and what is a mixture?
	Art	Drawing and painting				
25	History	World countries - biomes and environmental regions				How can we separate materials from a mixture?
	DT	Food and Nutrition Block A				
Oct 2	History	Ancient Greece				How can we separate materials from a solution?
	DT	Food and Nutrition				
9	History			What changes are reversible?		
	DT	Food and Nutrition				
16	ENRICHMENT – Greek Day			What changes are irreversible?		
23	<b>Half Term</b>					
30	Geography	World countries - biomes and environmental regions		Cycle 2	Animals, including humans	
	Art	Printmaking Block B				
	<b>ENRICHMENT</b> Maths week					
Nov 6	Geography	World countries - biomes and environmental regions				
	Art	Printmaking				
13	Geography					What is the human timeline?
	Art	Printmaking				
20	Geography	World countries - biomes and environmental regions				How do we change into adults?
	DT	Systems Block B				
27	Geography	World countries - biomes and environmental regions				How do human and animal lifespans compare?
	DT	Systems				
Dec 4	Geography	World countries - biomes and environmental regions				
	DT	Systems				

11	<b>ENRICHMENT</b> Use to consolidate Geography / History	
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18	<b>ENRICHMENT</b> Christmas Performances Term ends Thursday 21 <sup>st</sup> December.
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### Computing

C	D	E	F
Unit Name	Les:	Learning Objectives	Success Criteria
Computing systems and networks - Systems and searching	2	-To recognise the role of computer systems in our lives	-I can explain the benefits of a given computer system -I can identify tasks that are managed by computer systems -I can identify the human elements of a computer system
Computing systems and networks - Systems and searching	3	-To experiment with search engines	-I can compare results from different search engines -I can make use of a web search to find specific information -I can refine my web search
Computing systems and networks - Systems and searching	4	-To describe how search engines select results	-I can explain why we need tools to find things online -I can recognise the role of web crawlers in creating an index -I can relate a search term to the search engine's index
Computing systems and networks - Systems and searching	5	-To explain how search results are ranked	-I can explain that a search engine follows rules to rank results -I can give examples of criteria used by search engines to rank results -I can order a list by rank
Computing systems and networks - Systems and searching	6	-To recognise why the order of results is important, and to whom	-I can describe some of the ways that search results can be influenced -I can explain how search engines make money -I can recognise some of the limitations of search engines -I can recognise some of the limitations of search engines
Creating media - Video production	1	-To explain what makes a video effective	-I can compare features in different videos -I can explain that video is a visual media format -I can identify features of videos
Creating media - Video production	2	-To identify digital devices that can record video	-I can experiment with different camera angles -I can identify and find features on a digital video recording device -I can make use of a microphone
Creating media - Video production	3	-To capture video using a range of techniques	-I can capture video using a range of filming techniques -I can review how effective my video is -I can suggest filming techniques for a given purpose
Creating media - Video production	4	-To create a storyboard	-I can create and save video content -I can decide which filming techniques I will use -I can outline the scenes of my video
Creating media - Video production	5	-To identify that video can be improved through reshooting and editing	-I can explain how to improve a video by reshooting and editing -I can select the correct tools to make edits to my video -I can store, retrieve, and export my recording to a computer
Creating media - Video production	6	-To consider the impact of the choices made when making and sharing a video	-I can evaluate my video and share my opinions -I can make edits to my video and improve the final outcome -I can recognise that my choices when making a video will impact on the quality of the final outcome

P.E.

**Lesson 1** 



Warm-Up  
All Change



Game  
Throw Tennis



Skill  
Ball Skills



Review Method  
Secret Stats

**Lesson 2** 



Warm-Up  
All Change



Game  
Throw Tennis



Skill  
Reaction / Response



Review Method  
Secret Stats

**Lesson 3** 



Warm-Up  
All Change



Game  
Throw Tennis



Competition  
Bump Ladder / Ladder



Review Method  
Secret Stats

**Lesson 4** 



Warm-Up  
Gate Masters



Game  
Endball



Skill  
Ball Skills



Review Method  
Secret Stats

**Lesson 5** 



Warm-Up  
Gate Masters



Game  
Endball



Skill  
Reaction / Response



Review Method  
Secret Stats

**Lesson 6** 



Warm-Up  
Gate Masters



Game  
Endball



Competition  
Round Robins



Review Method  
Secret Stats

**Lesson 1** 



Warm-Up  
Shape Up!



Game  
River Crossing



Skill  
On a Line



Review Method  
Roles on a Bus

**Lesson 2** 



Warm-Up  
Shape Up!



Game  
River Crossing



Skill  
With a Partner



Review Method  
Roles on a Bus

**Lesson 3** 



Warm-Up  
Shape Up!



Game  
River Crossing



Competition  
Levelling the Playing Field



Review Method  
Roles on a Bus

**Lesson 4** 



Warm-Up  
Shadow Play



Game  
Kabaddi



Skill  
On a Line



Review Method  
Roles on a Bus

**Lesson 5** 



Warm-Up  
Shadow Play



Game  
Kabaddi



Skill  
With a Partner



Review Method  
Roles on a Bus

**Lesson 6** 



Warm-Up  
Shadow Play



Game  
Kabaddi



Competition  
Round Robins



Review Method  
Roles on a Bus

YEAR 5 Spring 2024				Weekly Science	
		<b>ENRICHMENT – Trip to The Space Centre</b>			
Jan 1 <small>(start Wed.3/1)</small>	History	Comparison study – Maya and Anglo-Saxons or Benin		Cycle 3	Forces
	Art	Textiles and collage Block C			
8	History	Comparison study – Maya and Anglo-Saxons or Benin			
	Art	Textiles and collage			
15	History	Comparison study – Maya and Anglo-Saxons or Benin			
	Art	Textiles and collage			
22	History	Comparison study – Maya and Anglo-Saxons or Benin			
	DT	Textiles Block C			
29	History	Comparison study – Maya and Anglo-Saxons or Benin			
	DT	Textiles			
Feb. 5	History	Comparison study – Maya and Anglo-Saxons or Benin			
	DT	Textiles			
12	History	Comparison study – Maya and Anglo-Saxons or Benin		Cycle 4	Earth and space
	Art	3D Block D			
19	<b>Half Term</b>				
26	Geography	4 and 6 figure grid references		Cycle 4	Earth and space
	Art	3D			
		<b>ENRICHMENT</b> World Book Day			
Mar 4	Geography	4 and 6 figure grid references			
	Art	3D			
11	Geography	4 and 6 figure grid references			
	DT	Food and Nutrition Block D			
18	Geography	4 and 6 figure grid references			
	DT	Food and Nutrition			
25	Geography	4 and 6 figure grid references			
	DT	Food and Nutrition			
<b>Easter break</b>					

# Computing

Suggested Order	Unit Name	Less	Learning Objectives	Success Criteria
3	Programming A – Selection in physical computing	1	-To control a simple circuit connected to a computer	-I can create a simple circuit and connect it to a microcontroller -I can explain what an infinite loop does -I can program a microcontroller to make an LED switch on
3	Programming A – Selection in physical computing	2	-To write a program that includes count-controlled loops	-I can connect more than one output component to a microcontroller -I can design sequences that use count-controlled loops -I can use a count-controlled loop to control outputs
3	Programming A – Selection in physical computing	3	-To explain that a loop can stop when a condition is met	-I can design a conditional loop -I can explain that a condition is either true or false -I can program a microcontroller to respond to an input
3	Programming A – Selection in physical computing	4	-To explain that a loop can be used to repeatedly check whether a condition has been met	-I can explain that a condition being met can start an action -I can identify a condition and an action in my project -I can use selection (an 'if...then...' statement) to direct the flow of a program
3	Programming A – Selection in physical computing	5	-To design a physical project that includes selection	-I can create a detailed drawing of my project -I can describe what my project will do -I can identify a real-world example of a condition starting an action
3	Programming A – Selection in physical computing	6	-To create a program that controls a physical computing project	-I can test and debug my project -I can use selection to produce an intended outcome -I can write an algorithm that describes what my model will do -I can write an algorithm that describes what my model will do
4	Data and information – Flat-file databases	1	-To use a form to record information	-I can create a database using cards -I can explain how information can be recorded -I can order, sort, and group my data cards
4	Data and information – Flat-file databases	2	-To compare paper and computer-based databases	-I can choose which field to sort data by to answer a given question -I can explain what a field and a record is in a database -I can navigate a flat-file database to compare different views of information
4	Data and information – Flat-file databases	3	-To outline how you can answer questions by grouping and then sorting data	-I can combine grouping and sorting to answer specific questions -I can explain that data can be grouped using chosen values -I can group information using a database
4	Data and information – Flat-file databases	4	-To explain that tools can be used to select specific data	-I can choose multiple criteria to answer a given question -I can choose which field and value are required to answer a given question -I can outline how 'AND' and 'OR' can be used to refine data selection
4	Data and information – Flat-file databases	5	-To explain that computer programs can be used to compare data visually	-I can explain the benefits of using a computer to create charts -I can refine a chart by selecting a particular filter -I can select an appropriate chart to visually compare data
4	Data and information – Flat-file databases	6	-To use a real-world database to answer questions	-I can ask questions that will need more than one field to answer -I can present my findings to a group -I can refine a search in a real-world context

P.E.

Lesson 1				
Warm-Up Hi Baby!	Game Bournebag Raid	Skill Stance	Game	Review Method Badge of Honour
Lesson 2				
Warm-Up Hi Baby!	Game Bournebag Raid	Skill Footwork	Game	Review Method Badge of Honour
Lesson 3				
Warm-Up Hi Baby!	Game Bournebag Raid	Competition Knockouts	Game	Review Method Badge of Honour
Lesson 4				
Warm-Up Pass It On	Game Dodgeball	Skill Stance	Game	Review Method Badge of Honour
Lesson 5				
Warm-Up Pass It On	Game Dodgeball	Skill Footwork	Game	Review Method Badge of Honour
Lesson 6				
Warm-Up Pass It On	Game Dodgeball	Competition Bump Ladder / Ladder	Game	Review Method Badge of Honour

Lesson 1				
Warm-Up Like Clockwork	Game Seated Volleyball	Skill Seated	Game	Review Method Comfort, Stretch, Panic
Lesson 2				
Warm-Up Like Clockwork	Game Seated Volleyball	Skill Floor Work	Game	Review Method Comfort, Stretch, Panic
Lesson 3				
Warm-Up Like Clockwork	Game Seated Volleyball	Competition Bump Ladder / Ladder	Game	Review Method Comfort, Stretch, Panic
Lesson 4				
Warm-Up Balance Dice Frenzy	Game Scorpion Handball	Skill Seated	Game	Review Method Comfort, Stretch, Panic
Lesson 5				
Warm-Up Balance Dice Frenzy	Game Scorpion Handball	Skill Floor Work	Game	Review Method Comfort, Stretch, Panic
Lesson 6				
Warm-Up Balance Dice Frenzy	Game Scorpion Handball	Competition Round Robins	Game	Review Method Comfort, Stretch, Panic

YEAR 5 Summer 2024				Weekly Science					
Apr 15	History	OS maps and fieldwork	Cycle 5	STRONG START		Living things and their habitats			
	Art	Painting Block E		Life cycle differences – what's the difference between a mammal and an amphibian?					
22	History	Comparison study – Maya and Anglo-Saxons or Benin		Life cycle differences – what's the difference between an insect and a bird?					
	Art	Painting		What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird?					
29	History	OS maps and fieldwork		Summer birds – who was Maria Merion and what did she do?					
	Art			Painting	The science of life - how do living things reproduce?				
May 6	History			Structures Block E	Half Term				
	DT			Structures					
13	History			Comparison study – Maya and Anglo-Saxons or Benin					
	DT			Structures					
20	History		Structures						
	DT		Structures						
27									
Jun 3	Geography		OS maps and fieldwork	Cycle 6				Plants and animals: what's the life process of reproduction?	
	Art	Creative Response Block F	How do levers help us?						
10	Geography	OS maps and fieldwork	How do pulleys and gears help us?						
	Art	Creative Response							
17	Geography	OS maps and fieldwork							
	Art	Creative Response							
24	Geography	OS maps and fieldwork							
	DT	Mechanisms Block F							
TRANSITION DAYS TO BE INCLUDED WHEN DATES CONFIRMED									
Jul 1	Geography	OS maps and fieldwork							
	DT	Mechanisms							
8	Geography	OS maps and fieldwork							
	DT	Mechanisms							
15	ENRICHMENT – Benham Sports Centre overnight stay – 8-9 <sup>th</sup> July			19 <sup>th</sup> July term ends.					



## Computing

				- I can refine a search in a real-world context
5	Creating media – Introduction to vector graphics	1	-To identify that drawing tools can be used to produce different outcomes	-I can discuss how vector drawings are different from paper-based drawings -I can experiment with the shape and line tools -I can recognise that vector drawings are made using shapes
5	Creating media – Introduction to vector graphics	2	-To create a vector drawing by combining shapes	-I can explain that each element added to a vector drawing is an object -I can identify the shapes used to make a vector drawing -I can move, resize, and rotate objects I have duplicated
5	Creating media – Introduction to vector graphics	3	-To use tools to achieve a desired effect	-I can explain how alignment grids and resize handles can be used to improve consistency -I can modify objects to create a new image -I can use the zoom tool to help me add detail to my drawings
5	Creating media – Introduction to vector graphics	4	-To recognise that vector drawings consist of layers	-I can change the order of layers in a vector drawing -I can identify that each added object creates a new layer in the drawing -I can use layering to create an image
5	Creating media – Introduction to vector graphics	5	-To group objects to make them easier to work with	-I can copy part of a drawing by duplicating several objects -I can recognise when I need to group and ungroup objects -I can reuse a group of objects to further develop my vector drawing
5	Creating media – Introduction to vector graphics	6	-To apply what I have learned about vector drawings	-I can compare vector drawings to freehand paint drawings -I can create a vector drawing for a specific purpose -I can reflect on the skills I have used and why I have used them -I can explain why the skills I have used and why I have used them
6	Programming B – Selection in quizzes	1	-To explain how selection is used in computer programs	-I can identify conditions in a program -I can modify a condition in a program -I can recall how conditions are used in selection
6	Programming B – Selection in quizzes	2	-To relate that a conditional statement connects a condition to an outcome	-I can create a program with different outcomes using selection -I can identify the condition and outcomes in an 'if... then... else...' statement -I can use selection in an infinite loop to check a condition
6	Programming B – Selection in quizzes	3	-To explain how selection directs the flow of a program	-I can design the flow of a program which contains 'if... then... else...' -I can explain that program flow can branch according to a condition -I can show that a condition can direct program flow in one of two ways
6	Programming B – Selection in quizzes	4	-To design a program which uses selection	-I can identify the outcome of user input in an algorithm -I can outline a given task -I can use a design format to outline my project
6	Programming B – Selection in quizzes	5	-To create a program which uses selection	-I can implement my algorithm to create the first section of my program -I can share my program with others -I can test my program
6	Programming B – Selection in quizzes	6	-To evaluate my program	-I can extend my program further -I can identify the setup code I need in my program -I can identify ways the program could be improved

<b>Lesson 1</b> Warm-Up: Continuous Throwing Relay Game: Jumpball Skill: Jumping and Landing Review Method: Gift Cards	<b>Lesson 1</b> Warm-Up: Team Juggling Game: Throat Skill: Sending and Receiving Review Method: Always, Sometimes, Rarely
<b>Lesson 2</b> Warm-Up: Continuous Throwing Relay Game: Jumpball Skill: One Leg Review Method: Gift Cards	<b>Lesson 2</b> Warm-Up: Team Juggling Game: Throat Skill: Ball Chasing Review Method: Always, Sometimes, Rarely
<b>Lesson 3</b> Warm-Up: Continuous Throwing Relay Game: Jumpball Competition: Round Robins Review Method: Gift Cards	<b>Lesson 3</b> Warm-Up: Team Juggling Game: Throat Competition: Levelling the Playing Field Review Method: Always, Sometimes, Rarely
<b>Lesson 4</b> Warm-Up: Ball Champs Game: Jump, Rotate, Balance Skill: Jumping and Landing Review Method: Gift Cards	<b>Lesson 4</b> Warm-Up: Inside Out Game: Scatterball Skill: Sending and Receiving Review Method: Always, Sometimes, Rarely
<b>Lesson 5</b> Warm-Up: Ball Champs Game: Jump, Rotate, Balance Skill: One Leg Review Method: Gift Cards	<b>Lesson 5</b> Warm-Up: Inside Out Game: Scatterball Skill: Ball Chasing Review Method: Always, Sometimes, Rarely
<b>Lesson 6</b> Warm-Up: Ball Champs Game: Jump, Rotate, Balance Competition: Scored on performance Review Method: Gift Cards	<b>Lesson 6</b> Warm-Up: Inside Out Game: Scatterball Competition: Knockouts Review Method: Always, Sometimes, Rarely