



Garlinge Primary School & Nursery – Year 5 Medium Term Planning Map Term 3 2025-2026

	WEEK 1 5.1.26	WEEK 2 12.1.26	WEEK 3 19.1.26	WEEK 4 26.2.26	WEEK 5 2.2.26	WEEK 6 9.2.26
LEAD TEXT/TOPIC	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar	USA Holes by Louis Sachar
ENGLISH Genres	LI: To use informal features within a letter. Stanley to write a letter home detailing his arrival at Camp Green Lake, using informal features such as contractions, friendly greetings, and conversational vocabulary.	LI: To describe a character in detail. Describe Stanley using precise adjectives, expanded noun phrases, and information about their appearance, personality, and actions.	LI: To write a diary entry. Stanley writes a diary entry using the past tense, first-person pronouns, and emotive language to show the writer's thoughts and feelings. Green writing journal	LI: To write a short narrative. Write a short story of Elya and the pig, that includes a clear setting, developed characters, a problem, and a resolved ending. 2-week piece of writing	LI: To write a short narrative. Write a short story of Elya and the pig, that includes a clear setting, developed characters, a problem, and a resolved ending. 2-week piece of writing	LI: To create a vivid character profile. To write a character profile of the Warden using figurative language (such as similes or metaphors), descriptive details, and clues about the character's behaviour and motivation.
MATHS Whiterose Maths	<u>Multiplication and division B</u> <ul style="list-style-type: none"> Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders 	<u>Multiplication and division B</u> <ul style="list-style-type: none"> Efficient division Solve problems with multiplication and division <u>Fractions B</u> <ul style="list-style-type: none"> Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer 	<u>Fractions B</u> <ul style="list-style-type: none"> Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole 	<u>Fractions B</u> <ul style="list-style-type: none"> Use fractions as operators <u>Decimals and Percentages</u> <ul style="list-style-type: none"> Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) 	<u>Decimals and Percentages</u> <ul style="list-style-type: none"> Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart 	<u>Decimals and Percentages</u> <ul style="list-style-type: none"> Order and compare decimals (same number of decimal places) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place



<p align="center">SCIENCE</p> <p align="center">Refer to the Education People Primary Science Scheme of Work</p>	<p>Forces Recap LI: To recap prior knowledge about forces.</p> <p>CT assess children's prior knowledge of forces through diagrams – use KWL grids to assess this.</p>	<p>Forces Enquiry 1 LI: To understand how friction affects the amount of force required to move an object.</p> <p>See scheme of learning.</p> <p>Children to answer enquiry question.</p> <p>How Does Friction Affect the Amount of Force Required to Move an Object?</p>	<p>Forces Enquiry 2 LI: To understand what gravity is.</p> <p>See scheme of learning</p> <p>Children to answer enquiry question.</p> <p>What is gravity?</p>	<p>Forces Enquiry 3 LI: To understand how air resistance affects the speed at which an object.</p> <p>See scheme of learning.</p> <p>How Does Air Resistance Affect the Speed at which an Object Falls?– this should be a written paragraph (to demonstrate disciplinary writing) and may include supporting diagrams.</p>	<p>Forces Enquiry 3 LI: To understand how air resistance affects the speed at which an object.</p> <p>Lesson continued from last week. Children to make parachutes and test them.</p> <p>How Does Air Resistance Affect the Speed at which an Object Falls?– this should be a written paragraph (to demonstrate disciplinary writing) and may include supporting diagrams.</p>	<p>Forces Enquiry 4 LI: To explore what changes the effects of water resistance.</p> <p>See scheme of learning- Theory lesson</p> <p>What Changes the Effects of Water Resistance?- this should be a written paragraph (to demonstrate disciplinary writing) and may include supporting diagrams.</p>
<p align="center">HISTORY</p> <p align="center">Geography lead term</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>	<p>Geography Led topic</p>
<p align="center">GEOGRAPHY</p>	<p><u>LI</u>: To demonstrate knowledge about the USA</p> <p>Children sort true or false facts about the USA.</p>	<p><u>LI</u>: To use maps to locate countries within North America.</p> <p>Recap names of continents and countries found within them. Label the countries in North America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map</p>	<p><u>LI</u>: To be able to locate US states on a map.</p> <p>Children locate states on a map of the USA. Discuss the differences between them by looking at images and videos.</p>	<p><u>LI</u>: To understand and use compass points</p> <p>Children to use compass directions to describe movements between states and cities.</p>	<p><u>LI</u>: To describe key aspects of physical and human geography</p> <p>Locating and describing tourist physical and human landmarks in the USA.</p>	<p><u>LI</u>: To understand and explain the impact of tourism.</p> <p>Children learn about the different effects of tourism in the USA (economic, environmental etc.).</p> <p align="center">ECO</p>



<p style="text-align: center;">COMPUTING</p>	<p style="text-align: center;">micro:bits</p> <p style="text-align: center;"><u>Lesson 1 – Tell me a Story</u></p> <p>LI: To use the accelerometer with the 'when gesture: shake' event to initiate the programme, incorporate logical IF/THEN conditional instructions, and apply these elements to tell a story.</p> <p style="text-align: center;"><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can code a story telling game using a 'when gesture' event, random numbers, variables and logic IF/THEN commands. Children can explain how a computer uses IF/THEN logic statements to select which image to display. 	<p style="text-align: center;">micro:bits</p> <p style="text-align: center;"><u>Lesson 2 – Measuring Temperature</u></p> <p>LI: To use input from the micro:bit sensor to display temperature on the LED display, apply IF/THEN statements to introduce selection based on conditions, and use these concepts to create a computer simulation of a real-world system.</p> <p style="text-align: center;"><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can program a micro:bit to display the temperature measured by the sensor. Children can explain that sensors are inputs that sense things in the real world, such as movement, temperature and light. Children can program IF/THEN statements to introduce selection in their code to make things happen based on changing temperature. 	<p style="text-align: center;">micro:bits</p> <p style="text-align: center;"><u>Lesson 3 – Magic 8 Ball</u></p> <p>LI: To use input from the accelerometer sensor to start the code running, understand how variables are used to choose from a set of Magic 8 Ball answers, make use of more complex IF conditional instructions, and apply these concepts to create a computer simulation of a real-world tool.</p> <p style="text-align: center;"><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can program the 'when gesture: faceup' command to start the code running. Children can code a micro:bit Magic 8 Ball using gesture inputs, random numbers, variables and logic. Children can explain that variables are named areas in device memory and are used in programming to keep track of data. 	<p style="text-align: center;">micro:bits</p> <p style="text-align: center;"><u>Lesson 4 – GOAL!</u></p> <p>LI: To program a football match simulation using a 'when pin' event, variables and text output to update and display goals scored, and can explain that variables are named areas in memory used to store, access and update data.</p> <p style="text-align: center;"><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can program a simulation of a football match using a 'when pin' event command, variables and text output commands to update and display goals scored. Children can explain that variables are named areas in device memory and are used in programming to keep track of data. The data can be accessed and updated. 	<p style="text-align: center;">micro:bits</p> <p style="text-align: center;"><u>Lesson 5 – Reaction Timer</u></p> <p>LI: To use inputs, variables and IF/THEN logic to create a timed reaction game.</p> <p style="text-align: center;"><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can program a micro:bit to display a random "GO!" signal after a short delay. Children can use a button input to measure their reaction time using variables and timers. Children can explain how the micro:bit uses inputs and stored values to calculate and display a result. 	<p style="text-align: center;">micro:bits</p> <p style="text-align: center;"><u>Lesson 6 – Step Counter</u></p> <p>LI: To use the accelerometer as an input, applying variables and selection to record and display steps taken.</p> <p style="text-align: center;"><u>Success Criteria</u></p> <ul style="list-style-type: none"> Children can program the accelerometer to detect steps using 'when gesture' events. Children can use variables to record, update and display the number of steps taken. Children can explain how sensors collect real-world data and how selection (IF/THEN) can be used to trigger actions when certain conditions are met.
<p style="text-align: center;">ART & DESIGN</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Coloured Pattern Skulls</p> <p>Jean-Michel Basquiat</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Drawing the other half</p> <p>John Singer Sargent</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Make your own landscape</p> <p>Ansel Adams</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Body Abstracts</p> <p>Helen Frankenthaler</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Building Blocks</p> <p>Frank Lloyd Wright</p>	<p>LI: To be able to develop a painting from a drawing.</p> <p>Being an artist model</p> <p>Mary Casstt</p>
<p style="text-align: center;">DESIGN TECHNOLOGY</p>			<p>LI: To be able to recognize that some mechanisms, including pulleys, allow a smaller force to have a greater effect.</p> <p>Pulley investigation</p>	<p>LI: To be able to recognize that some mechanisms, including pulleys, allow a smaller force to have a greater effect.</p> <p>Pulley investigation</p>		



<p>MUSIC</p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>L1 To understand frets and chords when playing a song.</u></p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>L1 To understand frets and chords when playing a song.</u></p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>L1 To understand frets and chords when playing a song.</u></p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>L1 To understand frets and chords when playing a song.</u></p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>L1 To understand frets and chords when playing a song.</u></p>	<p><u>Ukelele</u> Ukuleles and singing Music digital Lesson 5</p> <p><u>L1 To understand frets and chords when playing a song.</u></p>
<p>PE</p>	<p><u>Invasion Games Attack and Defence Skills</u> Handball</p> <p>HRF Measuring heart rate Bounce beyond</p>	<p><u>Invasion Games Attack and Defence Skills</u> Handball</p> <p>HRF Measuring heart rate Bounce game</p>	<p><u>Invasion Games Attack and Defence Skills</u> Hockey/Rugby</p> <p>HRF Measuring heart rate Fitness Circuit</p>	<p><u>Invasion Games Attack and Defence Skills</u> Hockey/Rugby</p> <p>HRF Measuring heart rate Boxercise</p>	<p><u>Invasion Games Attack and Defence Skills</u> Hockey/Rugby</p> <p>HRF Measuring heart rate Dance fit</p>	<p><u>Invasion Games Attack and Defence Skills</u> Hockey/Rugby</p> <p>HRF Measuring heart rate Agility Run</p>
<p>RE</p>	<p>If God is everywhere why go to a place of worship?</p> <p>L1: I can explain what a place of worship is and what it is for. Links to term 2 different religions.</p>	<p>If God is everywhere why go to a place of worship?</p> <p>L1: I can explain the similarities and differences between different places of worship. Links to term 2 different religions.</p>	<p>If God is everywhere why go to a place of worship?</p> <p>L1: I can explain what a pilgrimage is and give examples from different religions. Links to term 2. Mecca pilgrimage.</p>	<p>If God is everywhere why go to a place of worship?</p> <p>L1: I can explain the differences in the Mandir and at home in the Hindu religion.</p>	<p>If God is everywhere why go to a place of worship?</p> <p>L1: I can explain different Christian and Jewish places of worship. Links to term 2 learning.</p>	<p>If God is everywhere why go to a place of worship?</p> <p>L1: I can give a balanced argument as to whether the people or the place is more important. Conscious alley?</p>
<p>PSHE</p>	<p>Kapow Economic well being</p> <p>Lesson 1 - Why prioritise needs over wants?</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/y5-economic-wellbeing/lesson-1-how-can-we-make-our-money-stretch-further/</p>	<p>Kapow Economic well being</p> <p>Lesson 2 - What is a weekly budget?</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/y5-economic-wellbeing/lesson-2-how-should-i-budget-for-the-week/</p>	<p>Kapow Economic well being</p> <p>Lesson 3 - What is borrowing and loaning?</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/y5-economic-wellbeing/lesson-3-borrowing-and-loaning/</p>	<p>Kapow Economic well being</p> <p>Lesson 4 - What are the risks of handling money online?</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/y5-economic-wellbeing/lesson-4-risks-with-handling-money-online/</p>	<p>Kapow Economic well being</p> <p>Lesson 5 - Why challenge workplace stereotypes?</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/y5-economic-wellbeing/lesson-5-why-challenge-workplace-stereotypes/</p>	<p>Kapow Economic well being</p> <p>Lesson 6 - What makes a suitable career?</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-5/y5-economic-wellbeing/lesson-5-finding-careers-that-suit-me/</p>
<p>PMFL</p>	<p>Salut Hobbies</p> <p>My hobbies</p>	<p>Salut Hobbies</p> <p>Music</p>	<p>Salut Hobbies</p> <p>Musical instruments</p>	<p>Salut Hobbies</p> <p>The weekend</p>	<p>Salut Hobbies</p> <p>Films</p>	<p>Salut Hobbies</p> <p>New friend</p>