

**Owl MTP**  
**Term 5 North Cerney 2024/25**

|   | Week 1  | Week 2<br>Bank Holiday Monday  | Week 3<br>SATs Week  | Week 4  |
|---|---|--|--|---|
| <b>M<br/>a<br/>t<br/>h<br/>s<br/><br/>Y<br/>5</b> | <b>Step 1</b> Understand and use degrees<br><br><b>Step 2</b> Classify angles<br><br><b>Step 3</b> Estimate angles<br><br><b>Step 4</b> Measure angles up to 180°         | <b>Step 5</b> Draw lines and angles accurately<br><br><b>Step 6</b> Calculate angles around a point<br><br><b>Step 7</b> Calculate angles on a straight line<br><br><b>Step 8</b> Lengths and angles in shapes                   | <b>Step 9</b> Regular and irregular polygons<br><br><b>Step 10</b> 3-D shapes<br><br>Position and Direction<br><b>Step 1</b> Read and plot coordinates<br><br><b>Step 2</b> Problem solving with coordinates | <b>Step 3</b> Translation<br><br><b>Step 4</b> Translation with coordinates<br><br><b>Step 5</b> Lines of symmetry<br><br><b>Step 6</b> Reflection in horizontal and vertical lines |
| <b>M<br/>a<br/>t<br/>h<br/>s<br/><br/>Y<br/>6</b> | <b>Step 1</b> Measure and classify angles<br><br><b>Step 2</b> Calculate angles<br><br><b>Step 3</b> Vertically opposite angles<br><br><b>Step 4</b> Angles in a triangle | <b>Step 5</b> Angles in a triangle – special cases<br><br><b>Step 6</b> Angles in a triangle – missing angles<br><br><b>Step 7</b> Angles in quadrilaterals<br><br><b>Step 8</b> Angles in polygons<br><br><b>Step 9</b> Circles | SATS   | Pie Charts Focus  |

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| Y<br>6<br><br>S<br>k<br>i<br>l<br>l<br>s | Position and Direction                                  |  |  |   |
|  | Step 1 The first quadrant                               |  |  |   |
|  | Step 2 Read and plot points in four quadrants           |  |  |   |
|  | Step 3 Solve problems with coordinates                  |  |  |   |
|  | Step 4 Translations                                     |  |  |   |
|  | Step 5 Reflections                                      |  |  |   |
| W<br>r<br>i<br>t<br>i<br>n<br>g          | Kick – Persuasive Letter                                | Kick – Persuasive Letter   | SATS   | Creative Writing Workshop                                 |
| G<br>r<br>a<br>m<br>m<br>a<br>r          | Year 5 – Modal Verbs<br><br>Year 6 – Subject and object | Year 5 - Relative pronoun<br><br>Year 6 – SATS Grammar Paper across two sessions | Independent Write on Kick for Y5s with Miss Deighton and Mrs Price | Year 5 – Parenthesis<br><br>Year 6 – Grammar rules poster |
| R<br>e                                   | Year 5 - Time for Tea - playscript - vocabulary focus   | Year 5 - Lady Liberty - narrative - vocabulary focus                             | Year 5 - Giants At War   | Year 5 - Exodus - narrative - explanation focus           |

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| a<br>d<br>i<br>n<br>g<br>C<br>o<br>m<br>p | Year 6 – SATS Reading paper<br>across two days                  | Year 6 – SATS Reading paper<br>across two days   | Year 5 - Robin Hood | Year 6 - Trojan Horse - Inference<br>focus |
| S<br>c<br>i<br>e<br>n<br>c<br>e           | Growing pains (Animals<br>including humans) 5<br><br>Growing up | Terrible teenagers   | Act your age        | Live forever                               |
| G<br>e<br>o<br>g<br>r<br>a<br>p<br>h<br>y | /   | Blocked Geography – All Week in<br>PM<br>The Americas<br>Can you come on a great<br>American road trip?<br><br>1. What are North and South<br>American cities like?<br>Compare New York and<br>Rio.<br>2. What are the main<br>environmental regions in<br>North America? Rockies,<br>Nevada desert, Great<br>Lakes. | /                   | /  |

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|    |   | <ol style="list-style-type: none"> <li>What are the main environmental regions in South America?</li> <li>Road trip around USA – Children choose a route with key contrasting features around the country.</li> </ol> |   |   |
| DT | / | /   | <p><b>Blocked DT – All Week in PM</b></p> <p>DT Electricals - Controllable vehicles</p> <p><a href="#">TechCard Simple Vehicles Workshop Pack   Techcard   YPO</a></p> <ol style="list-style-type: none"> <li>Researching existing cars and making a simple circuit.</li> <li>Create strong structure for vehicle.</li> <li>Build circuit for vehicle.</li> <li>Test and modify speed of vehicle.</li> <li>Design 'sleeve' for the outside of the vehicle to personalise appearance.</li> </ol> | / |

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| M<br>u<br>s<br>i<br>c                     | Y5 unit 2 – Blues<br><br>To know some features of blues music.   | To play the first line of the 12-bar blues. | To be able to play the 12-bar blues. | To be able to play the blues scale on a tuned instrument.  |
| C<br>o<br>m<br>p<br>u<br>t<br>i<br>n<br>g |  |   |                                      | <p><b>Blocked Computing – All Week in PM</b><br/>Unit 6.8 Understanding Binary</p> <ol style="list-style-type: none"> <li>1. What is Binary?</li> <li>2. Counting in Binary</li> <li>3. Converting from Decimal to Binary</li> <li>4. Game States</li> </ol> |
| R<br>S<br>H<br>E                          | <p><b>Blocked RSHE – All Week in PM</b><br/>Rights and responsibilities year 5</p> <ol style="list-style-type: none"> <li>1. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.</li> <li>2. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.</li> </ol> |   |                                      |  |

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|  | <p>3. Define the differences between responsibilities, rights and duties;<br/>Discuss what can make them difficult to follow</p> <p>4. State the costs involved in producing and selling an item;<br/>Suggest questions a consumer should ask before buying a product</p> <p>5. Define the terms loan, credit, debt and interest;<br/>Suggest advice for a range of situations involving personal finance.</p> |  |  |   |
| <b>F<br/>r<br/>e<br/>n<br/>c<br/>h</b> |  |  |  | <p><b>Blocked French – All Week in PM</b></p> <p>Regular verbs</p> <p><b>Lesson 1</b></p> <p>In this lesson pupils will explore what a pronoun is in both English and the foreign language and will consolidate this through some simple supported listening and reading activities.</p> <p><b>Lesson 2</b></p> <p>In this lesson pupils will be introduced to three different types of verb categories in the foreign language and will learn about verb stems and endings.</p> <p><b>Lesson 3</b></p> |

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|---------------------------------|---|--|--|---|
|                                 |   |  |  | <p>In this lesson pupils will learn all about regular French -ER verbs and how to conjugate them.</p> <p><b>Lesson 4</b></p> <p>In this lesson pupils will learn all about regular French -IR verbs and how to conjugate them.</p> <p><b>Lesson 5</b></p> <p>In this lesson pupils will learn all about regular French -RE verbs and how to conjugate them.</p> |
| <p><b>R</b></p> <p><b>E</b></p> | <p><b>Blocked RE – All Week in PM</b></p> <p>U2.6 For Christians, what kind of king is Jesus?</p> <p><b>Lesson 1</b></p> <p>LO: Understand the meaning of the Lord's Prayer and its links to the idea of the kingdom of heaven</p> <p><b>Lesson 2</b></p> <p>LO: To explore the kind of king that Christians believe Jesus to be, particularly looking at the lyrics of Christian hymns/songs</p> <p><b>Lesson 3</b></p> <p>LO: To consider the impact of the teachings of Jesus – has his 'kingdom' lasted?</p> <p><b>Lesson 4</b></p> |  |  |   |

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|  | LO: To consider how belief in the kingdom of heaven affects the way that Christians live their lives and whether there are messages that could be followed by other groups. |  |  |  |
|--|---|--|--|--|