



Year 5 – Summer Medium Term Plan
Topic: What a Wonderful World



| <u>Jobs for the Term</u> | <u>Key Dates/Events</u> | <u>Further Enrichment</u> |
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| <ul style="list-style-type: none"> ● Curriculum booklet for parents ● Performance management completed ● Pupil progress meeting ● Subject scrutinies ● Forward planning meetings ● Summer 2 OTrack assessment ● Summer 2 classtrack assessment ● Reports for parents ● Transition and transition meetings ● EAL and PP documents completed | <ul style="list-style-type: none"> ● World Art Day ● Earth Day ● Mental Health Awareness Week ● National Numeracy Day ● World Day for Cultural Diversity for Dialogue and Development ● Post 1066 Study Day ● Queen Platinum Jubilee ● Refugee Week ● Make Music Day ● Bastille Day ● Sports Day ● Transition ● The Grange has Talent | <ul style="list-style-type: none"> ● Entry point - tornado in the bottle ● Exit point - Share with another class ● Class Story - Zoo ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify |
| <u>English (Reading)</u> | <u>English (Spoken Language)</u> | <u>English (Grammar and Phonics)</u> |
| <p><u>Focus:</u></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I read books that are structured in different ways? TLC: Can I read for a range of purposes? TLC: Can I increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions? TLC: Can I check that the book makes sense by discussing my understanding and exploring the meaning of words in context?</p> | <p><u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● PLEASE ADD CROSS CURRICULAR LINKS ● PLEASE ADD CROSS CURRICULAR LINKS <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> | <p><u>Focus:</u></p> <p><u>Grammar</u> TLC: Can I use further prefixes & suffixes & understand the guidelines for adding them? TLC: Can I distinguish between homophones?</p> <p><u>Spelling</u> List coverage: TLC: Can I spell words with silent letters? List 23, 24 TLC: Can I spell homophones? List 25,26,27,28 TLC: Can I spell words ending ‘-ate’ and ‘-ise’? List 29, 30 TLC: TLC: Can I spell words containing double consonants? List 31, 32 TLC: Can I spell maths-linked words? List 33</p> |



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TLC: Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence?
 TLC: Can I predict what might happen from details stated and implied?
 TLC: Can I summarise the main ideas drawn from more than 1 paragraph and identify key details that support the main ideas?
 TLC: Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?
 TLC: Can I retrieve, record and present information from non-fiction?
 TLC: Can I participate in discussions about books that are read to me and those I can read for myself?
 TLC: Can I build on my own and others' ideas and challenge views courteously?
 TLC: Can I explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?
 TLC: Can I provide reasoned justifications for my views?

TLC: Can I engage the interest of the listener by varying their expression and vocabulary?
 TLC: Can I adapt spoken language to the audience, purpose and context?
 TLC: Can I show understanding of the main points, significant details and implied meanings in a discussion?
 TLC: Can I begin to use Standard English in formal contributions?
 TLC: Can I begin to use hypothetical language to consider more than one possible outcome or solution?

TLC: Can I spell words from across the curriculum? List 34

English (Writing)

Focus:

Handwriting

Summer 2 - Story 'Gorilla'

Experience day 1 - recounting magical/fictitious journeys.
 Sentence stacking lesson 1 (relative clauses)
 Sentence stacking lesson 2 (inner thoughts)



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TLC: Can I write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices?
 TLC: Can I write legibly, fluently and with increasing speed by deciding whether or not to join specific letters?
 TLC: Can I write legibly, fluently and with increasing speed by choosing the writing implement best suited for a task?

Writing

Summer 1 - Non-chronological report Emperor Penguins

Shape of non-chronological report.
 Experience day - learning about the life cycle of emperor penguins.
 Sentence stacking lesson 1 (pun, superlatives)
 Sentence stacking lesson 2 (rhetorical question, modal verbs)
 Sentence stacking lesson 3 (colon, technical language)
 Sentence stacking lesson 4 (brackets)
 Sentence stacking lesson 5 (facts)
 Sentence stacking lesson 6 (adjectives and generalisers)
 Sentence stacking lesson 7 (pun, technical language)
 Sentence stacking lesson 8 (power of three)
 Sentence stacking lesson 9 (passive voice)
 Sentence stacking lesson 10 (caption)

Sentence stacking lesson 3 (simile)
 Sentence stacking lesson 4 (complex sentence)
 Sentence stacking lesson 5 (dialogue)
 Sentence stacking lesson 6 (onomatopoeia)
 Experience day 2 - similarities between humans and monkeys
 Sentence stacking lesson 7 (touching)
 Sentence stacking lesson 8 (tasting, smelling)
 Sentence stacking lesson 9 (personification)
 Sentence stacking lesson 10 (dialogue, metaphor)

Maths

Focus:

Decimals

TLC: Can I add decimals within 1?

Focus:

Position and direction

TLC: Can I describe position? (recap)

Focus:

Additional Maths Teaching

Daily:



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| <p>TLC: Can I subtract decimals with 1? TLC: Can I find complements to 1? TLC: Can I add decimals? (crossing the whole)? TLC: Can I add decimals with the same number of decimal places? TLC: Can I subtract decimals with the same number of decimal places? TLC: Can I solve problems by adding and subtracting decimals? TLC: Can I add and subtract decimals with a different number of decimal places? TLC: Can I add and subtract wholes and decimals? TLC: Can I sequence decimals? TLC: Can I multiply and divide decimals by 10, 100 and 1000?</p> <p><u>Properties of shape</u></p> <p>TLC: Can I identify angles? (recap) TLC: Can I compare and order angles? (recap) TLC: Can I measure angles in degrees? TLC: Can I measure angles using a protractor? TLC: Can I draw lines and angles accurately? TLC: Can I calculate angles on a straight line? TLC: Can I calculate angles around the point? TLC: Can I calculate lengths and angles in shapes? TLC: can I identify regular and irregular polygons? TLC: Can I solve problems about 3D shapes?</p> | <p>TLC: Can I position in the first quadrant? TLC: Can I complete translation? TLC: Can I complete translation with coordinates? TLC: Can I find and draw a line of symmetry? TLC: Can I complete a symmetric figure? TLC: Can I draw a reflection? TLC: Can I draw a reflection with coordinates?</p> <p><u>Converting units</u></p> <p>TLC: Can I convert and use different metric units? TLC: Can I use imperial units of length? TLC: Can I use imperial units of mass? TLC: Can I use imperial units of capacity? TLC: Can I convert units of time? TLC: Can I use timetables? TLC: Can I solve problems involving measures?</p> <p>Focus: National Numeracy Day</p> | <ul style="list-style-type: none"> ● Counting ● Learn Its ● Arithmetic practise <p>Weekly:</p> <ul style="list-style-type: none"> ● Times tables carousel lesson ● Arithmetic test ● Times Tables grids/written questions test ● Rapid recall boards/fact family Problem of the Week |
| <u>Art</u> | <u>Computing</u> | <u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u> |
| <p>Focus: Printing TLC: Can I build up a layer of colours?</p> | <p>Focus: Game Creator 5:5 TLC: Can I test and debug my program as I work?</p> | <p>Focus: Mechanical systems</p> |



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| <p>TLC: Can I create an accurate pattern showing detail? TLC: Can I create prints using different techniques? Focus: World Art Day TBC by the Art team Focus: Artist of the half term (Roy Lichtenstein)</p> | <p>TLC: Can I make appropriate improvements to the digital work I have created? TLC: Can I comment on how successful a digital solution is that I have created?</p> | <p>TLC: Can I understand gears and pulleys to create movement? Focus: STEM Squashed tomato challenge TLC: Can I evaluate a pulley? Focus: Bike Gear Challenge TLC: Can I evaluate gears?</p> |
| French (Languages) | Geography | History |
| <p>Focus: Clothes Can I repeat most of the clothes vocabulary with good pronunciation? Can I attempt to spell clothes vocabulary from memory? Can I say if the item is singular or plural and masculine or feminine? Can I say what I am wearing and what my friend is wearing? Can I attempt to use the verb “to wear” in French? Can I tell you what I wear in different weather? Can I tell you what my friend wears in different weather? Focus: Weather Can I repeat most of the weather vocabulary with good pronunciation? Can I attempt to spell some weather phrases? Can I ask what the weather is like in French and attempt to give a reply? Can I read a French weather map? Focus: Bastille Day</p> | <p>Focus: Geographical Skills and Fieldwork TLC: Can I identify human and physical features in my local area using maps and digital technology? TLC: Can I use fieldwork to measure the human and physical features in my local area using graphs? TLC: Can I use fieldwork to present the human and physical features in the local area using maps using sketches? TLC: Can I use four figure grid references to name and locate cities in the United Kingdom using an Ordnance Survey map? TLC: Can I explain how my local area and my region fit into the wider world? Focus: Earth Day</p> | <p>Focus: Post 1066 Study Day Crime and Punishment <i>How has crime and punishment changed over the years?</i> TLC: Can I explore crime and punishment in Tudor Times? TLC: Can I explore crime and punishment in the Victorian Times? TLC: Can I explore crime and punishment during WW2? TLC: Can I explain how crime and punishment has changed? (Drama-Role play) Focus: Bastille Day TLC: Can I use different sources to collect information about Bastille day?</p> |



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| <u>Music</u> | <u>Physical Education</u> | <u>Personal, Social and Health Education</u> |
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| <p><u>Focus: The Fresh Prince of Bel Air</u> TLC: Can I explain what story the lyrics tell in The Fresh Prince Of Bel-Air? (Listen/Appraise) TLC: Can I appraise a Hip Hop style song? (Me, Myself and I; Appraise) TLC: Can I create and record a repeating rhythm using crotchets, minims and semibreves? (Transcribe) TLC: Can I research the American Hip Hop groups from the 1990s? (Music History) TLC: Can I include two riffs in an improvisation? (Improvise) TLC: Can I compose using F, E and D notes? (compose) TLC: Can I play and perform as part of an ensemble performance of The Fresh Prince of Bel-Air? (Perform)</p> <p><u>Focus: Recorder</u> TLC: Can I play B on a recorder? TLC: Can I play the recorder accurately and in time? TLC: Can I play A on a recorder? TLC: Can I play a recorder following a sheet music? TLC: Can I play G on a recorder? TLC: Can I rhythmically play a song using B, A and G? TLC: Can I play E on a recorder? TLC: Can I play the rests correctly? TLC: Can I play D on a recorder? TLC: Can I compose my own tune using the notes I know? TLC: Can I play F on a recorder? TLC: Can I play a complex song accurately?</p> <p><u>Focus: Make Music Day</u></p> <p><u>Focus: Composer of the term</u> TLC: Can I research the Baroque period? TLC: Can I compare the original and disco version of Beethoven’s Symphony No.5?</p> | <p><u>Focus: Rounders</u> Can I catch and throw a ball accurately? Can I develop my batting skills in rounders? Can I develop my fielding skills within a game? Can I improve my tactics and teamwork in a game? Can I increase the accuracy of throws within a game using a range of movements? Can I improve my understanding of the rules within a game of rounders?</p> <p><u>Focus: OAA</u> TLC: Can I recognise symbols on an orienteering map and explain the difference between them? TLC: Can I create and follow a simple trail on an orienteering map? TLC: Can I line up symbols to pinpoint locations on an orienteering map? TLC: Can I create a map using scale and lining up methods? TLC: Can I use a variety of measuring equipment to create scale drawings? TLC: Can I apply orienteering skills to find locations on a map? TLC: Can I locate grid references?</p> <p><u>Focus: Athletics (Sports Day)</u> TLC: Can I work as a part of a team? TLC: Can I apply my skills to different activities?</p> | <p><u>Focus: Relationships</u> TLC: Can I understand my own characteristics and personal qualities? TLC: Can I understand how to build my own self esteem? TLC: Can I understand that belonging to an online community can have positive and negative consequences? TLC: Can I recognise when an online community feels unsafe or uncomfortable? TLC: Can I understand there are rights and responsibilities in an online community or social network? TLC: Can I recognise when an online community is helpful or unhelpful to me? TLC: Can I explain about rights and responsibilities when playing a game online? TLC: Can I recognise when an online game is becoming unhelpful or unsafe? TLC: Can I recognise when I am spending too much time using devices (screen time)? TLC: Can I identify things I can do to reduce screen time, so my health isn’t affected? TLC: Can I explain how to stay safe when using technology to communicate with my friends? TLC: Can I recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others?</p> <p><u>Focus: Changing Me</u> TLC: Can I understand my own self image including by body image?</p> |



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TLC: Can I understand ways to develop my own self esteem?

TLC: Can I explain how a girl's body changes during puberty?

TLC: Can I understand that puberty is a natural process and that it happens to everyone?

TLC: Can I understand how boy's and girl's bodies change during puberty?

TLC: Can I express my feelings about how my body will change?

TLC: Can I understand that sexual intercourse can lead to conception and that is how babies are made?

TLC: Can I understand that some people need IVF to have a baby?

TLC: Can I appreciate how amazing it is that human bodies can reproduce?

TLC: Can I identify what I am looking forward to about being a teenager?

TLC: Can I understand the responsibilities of becoming a teenager? (Age of Consent)

TLC: Can I cope with the changes that growing up will bring?

TLC: Can I identify what I am looking forward to when I move to the next class?

TLC: Can I start to think about changes I will make when I am in Year 6 and know how to go about this?

Focus: Mental Health Awareness Week

Focus: Refugee Week

TLC: Can I understand the life of a refugee?



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| <u>Religious Education</u> | <u>Science including STEM</u> | |
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| <p><u>Focus: Big Questions (Why do we Celebrate?)</u> TLC: Can I make connections between religion and remembrance? TLC: Can I make connections between remembrance and celebration? TLC: Can I identify the Jewish beliefs about God and human beings? (Shema) TLC: Can I explore Shabbat and make links with the covenant and mitzvot? TLC: Can I explore a Jewish Wedding ceremony and make links with the covenant and mitzvot? TLC: Can I explore the Christian sacrament of confirmation? TLC: Can I explore the key practices of Eid ul-Adha? TLC: Can I explore the key practices of Eid ul-Fitr? TLC: Can I explore why it is important for Hindu to celebrate Raksha Bandhan? TLC: Can I explore why it is important for Hindu to celebrate Holi? TLC: Can I research about Guru Nanak? TLC: Can I explore why it is important for Sikhs to celebrate Vaisakhi? <u>Focus: World Day for Cultural Diversity</u></p> | <p><u>Focus:</u></p> | |