



**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>
<ul style="list-style-type: none"> <li>● Curriculum parent guide</li> <li>● Performance management completed</li> <li>● Pupil progress meeting</li> <li>● Subject scrutinies</li> <li>● Forward planning meetings</li> <li>● Summer 2 OTrack assessment</li> <li>● Summer 2 classtrack assessment</li> <li>● Reports for parents</li> <li>● Transition and transition meetings</li> <li>● EAL and PP overview completed</li> </ul>	<ul style="list-style-type: none"> <li>● Arts Week</li> <li>● National Numeracy Day</li> <li>● Mental Health Awareness Week</li> <li>● Soccer Aid</li> <li>● Make Music Day</li> <li>● Refugee Week</li> <li>● National Fieldwork Week</li> <li>● Bastille Day</li> <li>● Sports Day</li> <li>● Transition Day</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - Tornado in the bottle</li> <li>● Exit point - Sharing with another year group</li> <li>● Class Story - Tornado chasers</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b></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>LO: To read books that are structured in different ways LO: To read for a range of purposes. LO: 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. LO: Check that the book makes sense by discussing my understanding and exploring the meaning of words in context.  LO: Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. LO: Predict what might happen from details stated and implied.</p>	<p><b>Spoken Language skills embedded across all subjects</b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● Imitate</li> <li>● 80:20 rule</li> </ul> <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>LO: To engage the interest of the listener by varying their expression and vocabulary. LO: To adapt spoken language to the audience, purpose and context. LO: To show understanding of the main points, significant details and implied meanings in a discussion. LO: To begin to use Standard English in formal contributions.</p>	<p><b>Focus:</b></p> <p><u>Grammar</u> LO: To use further prefixes &amp; suffixes &amp; understand the guidelines for adding them. LO: To distinguish between homophones LO: To use present perfect tense LO: To identify conjunction LO: To distinguish between the word classes LO: To identify pronouns</p> <p><u>Spelling</u> List coverage: LO: To spell homophones and other words that are often confused List 23,24 LO: To spell words with the /i:/ sound spelt ei after c List 1 LO: To spell Words containing the letter-string ough List 2 ,3 additional LO: To spell words with endings which sound like /ʃəs/ spelt -cious List 4 additional</p>



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LO: Summarise the main ideas drawn from more than 1 paragraph and identify key details that support the main ideas.  
 LO: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  
 LO: Retrieve, record and present information from non-fiction.  
 LO: Participate in discussions about books that are read to me and those I can read for myself.  
 LO: Build on my own and others' ideas and challenge views courteously.  
 LO: 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.  
 LO: Provide reasoned justifications for my views.

LO: To begin to use hypothetical language to consider more than one possible outcome or solution.

LO: To spell words with endings which sound like /ʃəl/ spelt -cial List 5 additional  
 LO: To spell words ending in -ant List 6 additional  
 LO: To spell words ending in -ance/-ancy List 7 additional  
 LO: To spell words ending in -able List 8 additional  
 LO: To spell words ending in -ibly List 9 additional  
 LO: To add suffixes beginning with vowel letters to words ending in -fer (stressed fer) List 10 additional  
 LO: To see of a hyphen with the prefix co- List 11 additional

**English (Writing)**

**Focus:**

Handwriting

LO: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.  
 LO: Write legibly, fluently and with increasing speed by deciding whether or not to join specific letters.  
 LO: 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.

Summer 2 - Story 'Gorilla'

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



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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)

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**Maths - including STEM**

**Focus:**

Properties of shape

LO: To identify angles (recap)  
LO: To compare and order angles (recap)  
LO: To measure angles in degrees  
LO: To measure angles using a protractor  
LO: To draw lines and angles accurately  
LO: To calculate angles on a straight line  
LO: To calculate angles around the point  
LO: To calculate lengths and angles in shapes  
LO: To identify regular and irregular polygons  
LO: To solve problems about 3D shapes

Position and direction

LO: To describe position (recap)  
LO: To position in the first quadrant  
LO: To complete translation  
LO: To complete translation with coordinates

**Focus:**

Negative numbers

LO: To understand negative numbers  
LO: to count through zero in 1s  
LO: To count through zero in multiples  
LO: To compare and order negative numbers  
LO: To find the difference

Converting units

LO: To convert and use different metric units  
LO: To use imperial units of length  
LO: To use imperial units of mass  
LO: To use imperial units of capacity  
LO: To convert units of time  
LO: To use timetables  
LO: To solve problems involving measures

Measurement: volume

**Focus: DEPENDENT ON KEY STAGE**

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family Problem of the Week



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<p>LO: To find and draw a line of symmetry LO: To complete a symmetric figure LO: To draw a reflection LO: To draw a reflection with coordinates</p> <p><u>Decimals</u> LO: To add decimals within 1 LO: To subtract decimals with 1 LO: To find complements to 1 LO: To add decimals (crossing the whole) LO: To add decimals with the same number of decimal places LO: To subtract decimals with the same number of decimal places LO: To solve problems by adding and subtracting decimals LO: To add and subtract decimals with a different number of decimal places LO: To add and subtract wholes and decimals LO: To sequence decimals LO: To multiply and divide decimals by 10, 100 and 1000</p>	<p>LO: To understand cubic centimetres LO: To compare volume LO: To estimate volume LO: To estimate capacity</p>	
<b><u>Art</u></b>	<b><u>Computing</u></b>	<b><u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u></b>
<p><b><u>Focus:</u></b> <b><u>Focus: Printing</u></b> LO: To build up a layer of colours LO: To create an accurate pattern showing detail LO: To create prints using different techniques <b><u>Focus: World Art Day</u></b></p> <p><b><u>Focus: Artist of the half term</u></b> Roy Lichtenstein</p>	<p><b><u>Focus: Game Creator 5:5</u></b> LO: To test and debug my program as I work. LO: To make appropriate improvements to the digital work I have created. LO: To comment on how successful a digital solution is that I have created.</p>	<p><b><u>Focus: Mechanical Systems</u></b> STEM- Wind turbine</p>
<b><u>French (Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>



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<p><b>Focus: Clothes</b> LO: To repeat most of the clothes vocabulary with good pronunciation. LO: To attempt to spell clothes vocabulary from memory. LO: Say if the item is singular or plural and masculine or feminine. LO: To say what I am wearing and what my friend is wearing. LO: To attempt to use the verb “to wear” in French. LO: To tell you what I wear in different weather. LO: To tell you what my friend wears in different weather.</p> <p><b>Focus: Weather</b> LO: To repeat most of the weather vocabulary with good pronunciation. LO: To attempt to spell some weather phrases. LO: To ask what the weather is like in French and attempt to give a reply. LO: To read a French weather map.</p> <p><b>Focus: Bastille Day</b></p>	<p><b>Focus:</b> <b>Geographical Skills and Fieldwork</b> LO: To identify human and physical features in my local area using maps and digital technology. LO: To use fieldwork to measure the human and physical features in my local area using graphs. LO: To use fieldwork to present the human and physical features in the local area using maps using sketches. LO: To use four figure grid references to name and locate cities in the United Kingdom using an ordnance survey map. LO: To explain how my local area and my region fit into the wider world.</p> <p><b>Focus: Earth Day</b> LO: To understand how the climate change affects the planet</p>	<p><b>Focus: Post 1066 Study Day Crime and Punishment</b> <i>How has crime and punishment changed over the years.</i> LO: To explore crime and punishment in Tudor Times. LO: To explore crime and punishment in the Victorian Times. LO: To explore crime and punishment during WW2. LO: To explain how crime and punishment has changed. (Drama-Role play)</p> <p><b>Focus: Bastille Day</b> LO: To use different sources to collect information about Bastille day.</p>
<b>Music</b>	<b>Physical Education</b>	<b>Personal, Social and Health Education</b>
<p><b>Focus: The Fresh Prince of Bel Air</b> LO: To explain what story the lyrics tell in The Fresh Prince Of Bel-Air. (Listen/Appraise) LO: To appraise a Hip Hop style song. (Me, Myself and I; Appraise) LO: To create and record a repeating rhythm using crotchets, minims and semibreves. (Transcribe) LO: To research the American Hip Hop groups from the 1990s. (Music History) LO: To include two riffs in an improvisation. (Improvise) LO: To compose using F, E and D notes. (compose)</p>	<p><b>Focus: Rounders</b> LO: To catch and throw a ball accurately. LO: To develop my batting skills in rounders. LO: To develop my fielding skills within a game. LO: To improve my tactics and teamwork in a game. LO: To increase the accuracy of throws within a game using a range of movements. LO: To improve my understanding of the rules within a game of rounders.</p> <p><b>Focus: OAA</b> LO: To recognise symbols on an orienteering map and explain the difference between them.</p>	<p><b>Focus: Relationships</b> <b>Jigsaw piece 1:</b> a) LO: To understand my own characteristics and personal qualities b) LO: To understand how to build my own self esteem</p> <p><b>Jigsaw piece 2:</b> a) LO: To understand that belonging to an online community can have positive and negative consequences b) LO: To recognise when an online community feels unsafe or uncomfortable</p>



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LO: To play and perform as part of an ensemble performance of The Fresh Prince of Bel-Air. (Perform)

**Focus: Recorder (external provider)**

LO: To play B on a recorder.

LO: To play the recorder accurately and in time.

LO: To play A on a recorder.

LO: To play a recorder following a sheet music.

LO: To play G on a recorder.

LO: To rhythmically play a song using B, A and G.

LO: To play E on a recorder.

LO: To play the rests correctly.

LO: To play D on a recorder.

LO: To compose my own tune using the notes I know.

LO: To play F on a recorder.

LO: To play a complex song accurately.

**Focus: Make Music Day**

**Focus: Composer of the term**

LO: To research the Baroque period.

LO: To compare the original and disco version of Beethoven's Symphony No.5.

LO: To create and follow a simple trail on an orienteering map.

LO: To line up symbols to pinpoint locations on an orienteering map.

LO: To create a map using scale and lining up methods.

LO: To use a variety of measuring equipment to create scale drawings.

LO: To apply orienteering skills to find locations on a map.

LO: To locate grid references. (geography)

**Focus: Athletics (Sports Day)**

LO: To work as a part of a team.

LO: To apply my skills to different activities. ;

**Jigsaw piece 3:**

a) LO: To understand there are rights and responsibilities in an online community or social network

b) LO: To recognise when an online community is helpful or unhelpful to me

**Jigsaw piece 4:**

a) LO: To explain about rights and responsibilities when playing a game online.

b) LO: To recognise when an online game is becoming unhelpful or unsafe.

**Jigsaw piece 5:**

a) LO: To recognise when I am spending too much time using devices (screen time).

b) LO: To identify things I can do to reduce screen time, so my health isn't affected.

**Jigsaw piece 6:**

a) LO: To explain how to stay safe when using technology to communicate with my friends.

b) LO: To recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.

**Focus: Changing Me**

**Jigsaw piece 1:**

a) LO: To understand my own self image including by body image

b) LO: To understand ways to develop my own self esteem

**Jigsaw piece 2:**

a) LO: To explain how a girl's body changes during puberty

b) LO: To understand that puberty is a natural process and that it happens to everyone



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		<p><b>Jigsaw piece 3:</b> a) LO: To understand how boy's and girl's bodies change during puberty LO: To express my feelings about how my body will change</p> <p><b>Jigsaw piece 4:</b> a) LO: To understand that sexual intercourse can lead to conception and that is how babies are made b) LO: To understand that some people need IVF to have a baby LO: To appreciate how amazing it is that human bodies can reproduce</p> <p><b>Jigsaw piece 5:</b> a) LO: To identify what I am looking forward to about being a teenager b) LO: To understand the responsibilities of becoming a teenager. (Age of Consent) LO: To cope with the changes that growing up will bring.</p> <p><b>Jigsaw piece 6:</b> LO: To identify what I am looking forward to when I move to the next class LO: To start to think about changes I will make when I am in Year 6 and know how to go about this</p> <p><b><u>Focus: Mental Health Awareness Week</u></b></p> <p><b><u>Focus: Refugee Week</u></b> LO: To understand the life of a refugee</p>
<b><u>Religious Education</u></b>	<b><u>Science including STEM</u></b>	
<p><b><u>Focus:</u></b> LO: To make connections between religion, remembrance and celebration</p>	<p><b><u>Focus: Living things and their habitats</u></b></p>	



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LO: To explore Shabbat and make links with the covenant and mitzvot  
LO: To explore why it is important for Hindu to celebrate Holi  
LO: To research about Guru Nanak  
LO: To explore why it is important for Sikhs to celebrate Vaisakhi

LO: to describe the life process of reproduction in some plants