



Year 5
Summer Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<p>April</p> <ul style="list-style-type: none"> ● Earth Day (22nd April) ● Lunch theme day - St George's Day (23rd April) ● Y2 Career workshop (27th April) ● Get Ahead School Games (28th April) ● Y5 STEM superstars workshop (29th April) ● Year 5 Firefighter readers <p>May</p> <ul style="list-style-type: none"> ● Get Ahead Games (8th May) ● Y6 SATs week (wc 11th May) ● Mental Health Awareness Week (wc 11th May) ● Colour Carnival (15th May) ● Lunch theme day - Fiesta Fun (21st May) ● Year 3 STEM wind turbine challenge (21st May) ● Year 5 Firefighter readers <p>June</p> <ul style="list-style-type: none"> ● National Fieldwork Week (wc 1st June) ● Y4 Multiplication Check week (wc 1st June) ● Y1 Phonics Screening Check week (wc 8th June) ● Make Music Day (11th June) ● Y3 and Y4 AIM High Writing Day (12th June) ● Pyjamarama (12th June) ● Athlete Mentor Day (15th June) ● Refugee Week (wc 15th June) ● Lunch theme day - World Cup (18th June) ● Ninja Run (19th June) ● Windrush Day (22nd June) ● Sports Week (wc 22nd June) ● KS1 sports festival day (24th June) ● LKS2 sports festival day (25th June) ● Year 5 Firefighter readers 	<p><u>Focus Summer 1: Shape</u></p> <p>LO:To understand and use degrees LO:To classify angles LO:To estimate angles LO:To measure angles up to 180 degrees LO:To draw lines and angles accurately LO:To calculate angles around a point LO:To calculate angles on a straight line LO:To calculate missing lengths and angles in shapes LO:To explore regular and irregular polygons LO:To identify the names and properties of 3D shapes</p> <p><u>Week 4 - Position and Direction</u></p> <p>LO:To read and plot coordinates LO:To solve problems with coordinates LO:To identify lines of symmetry LO:To translate LO:To translate with coordinates LO:To reflect in horizontal and vertical lines</p>	<p><u>Focus Summer 2: Decimals</u></p> <p>LO:To use known facts to add and subtract decimals within 1 LO:To use number bonds to make complements to 1 LO:To add decimals LO:To subtract decimals LO:To identify decimal sequences LO:To multiply by 10, 100 and 1000 LO:To divide by 10, 100 and 1000 LO:To solve problems involving missing numbers</p> <p><u>Negative numbers</u></p> <p>LO:To understand what a negative number is LO:To count through zero in ones LO:To count through zero in multiples LO:To compare and order negative numbers LO:To find the difference</p> <p><u>Converting units</u></p> <p>LO:To recap the prefix kilo and milli LO:To convert units of length LO:To convert units of time LO:To calculate with timetables LO:To measure using cubic centimetres LO:To compare volume LO:To estimate volume LO: To estimate capacity</p>



Year 5
Summer Term Medium Term Plan



<p>July</p> <ul style="list-style-type: none"> • Languages Day (14th July) • Transition (activities running in the final 2 weeks of school) 		
English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<p>Focus Summer <u>Opportunities to develop spoken language across the curriculum:</u></p> <p>Planned, purposeful talk in every lesson Structured opportunities for discussion embedded in teaching sequences (EYFS/KS1: talk for understanding; KS2: talk for reasoning, explaining and evaluating).</p> <p>Explicit teaching of oracy skills Progressive development of speaking and listening behaviours (e.g. clarity, vocabulary, turn-taking, confidence).</p> <p>High-quality adult modelling of language Adults model ambitious vocabulary, sentence structures and thinking aloud (EYFS: narration and extension through to KS2: precise, subject-specific language).</p> <p>Dialogic teaching and questioning Use of open, probing questions and discussion routines to deepen thinking (progressing from simple responses to justification and critique through challenge, build, accept).</p> <p>Collaborative talk structures Planned partner/group talk with clear roles and expectations (KS1: supported interaction through to KS2: accountable talk, building on and challenging ideas).</p> <p>Opportunities for purposeful talk beyond lessons Playtimes, lunchtimes and transitions used to promote social communication (EYFS: play-based language through to KS2: peer-led discussion and negotiation).</p>	<p>Focus - Summer term</p> <p>Vocabulary LO: To begin to look at the use of figurative language LO: read around the word' and *explore its meaning in the broader context of a section or paragraph.</p> <p>Retrieval LO: To read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. LO: To retrieve, record and present information from non-fiction texts.</p> <p>Explanation LO: To identify how language, structure and presentation contribute to meaning LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader LO: To explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Summary</p>	<p>Phonics/ Spelling Summer 1 Step 25: Words that are homophones or near homophones Step 26: Words that are homophones Step 27: Words that are homophones Step 28: Words that are homophones or near homophones Step 29: Words that are homophones or near homophones Step 30: Challenge Words</p> <p>Phonics/ Spelling Summer 2 Step 31: Words with hyphens Step 32: Challenge Words Step 33: Revision Words Step 34: Revision Words Step 35: Revision Words Step 36: Revision Words</p>



Year 5
Summer Term Medium Term Plan



Oracy for presentation and audience

Regular opportunities to present, perform and adapt speech for different audiences (progression from informal sharing to formal presentation).

Inclusive, scaffolded approaches

Use of sentence stems/ repeated phrases and structures, visuals, pre-teaching and structured support to ensure all pupils can participate, with gradual removal of scaffolds over time.

LO: To discuss the themes or conventions from a chapter or text
LO: To compare themes across a wide range of writing

Inference

LO: To give one or two pieces of evidence to support the point they are making.
LO: To begin to draw evidence from more than one place across a text.

Prediction

LO: To confirm and modify predictions as they read on.

English (Writing)

Handwriting Summer 1

Unit 22: Practising speedwriting copy patterns
Unit 23: Practising writing decorated capital letters whole alphabet, soldier, sufficient, variety, conscience, achieve, science
Unit 24: Practising writing letters copy addresses
Unit 25: Practising paragraphs copy a paragraph

Handwriting Summer 2

Unit 26: Practising presentation copy patterns
Unit 27: Revising difficult joins ve, we, oe, fe, re
Unit 28: Looking at different handwriting styles copy letters

Grammar and Composition Summer 1

Focus: Non-Chronological Report

L1 - LO: To create a supervillain

Grammar (Classroom secrets)

LO: To use commas to clarify meaning or avoid ambiguity
LO: To use devices to build cohesion within a paragraph (then, after, that, this, firstly)
LO: To link ideas across paragraphs using adverbials of time, place, and number or tense

Grammar and Composition Summer 2

Focus: The Nowhere Emporium

L1 LO: To write a narrative
Noticing, modal verb, alliteration
L2 LO: To write a narrative
Time adverbial, simile, action
L3 LO: To write a narrative
Smelling, relative clause, alliteration
L4 LO: To write a narrative
Precise verb, parentheses, repetition
L5 LO: To write a narrative
Prefix, synonyms/repetition, adjectives
L6 LO: To write a narrative
Verbs, preposition, rhetorical questions/modal verbs
L7 LO: To write a narrative
Dialogue, personification, smelling
LC8 LO: To write a narrative
Symbolism, juxtaposition, dialogue



Year 5
Summer Term Medium Term Plan



		<p>LC9: LO To write a narrative Metaphor, relative clause, simile LC10: LO To write a narrative Simile, ellipsis, adjective</p> <p><u>Grammar (Classroom secrets)</u> LO: To use prefixes LO: To convert nouns or adjectives into verbs using suffixes</p>
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
<p><u>Focus Summer 1</u> <u>Painting and mixed media: Portraits</u> LO: To explore how a drawing can be developed. LO: To combine materials for effect. LO: To identify the features of self-portraits. LO: To develop ideas towards an outcome by experimenting with materials and techniques. LO: To apply knowledge and skills to create a mixed media self-portrait.</p> <p><u>Focus Summer 2</u> <u>Sculpture and 3D: Interactive installations</u> LO: To identify and compare features of art installations. LO: To investigate the effect of space and scale when creating 3D art. LO: To problem-solve when constructing 3D artworks. LO: To plan an installation that communicates an idea. LO: To apply their knowledge of installation art and develop ideas into a finished piece.</p>	<p><u>Focus - Summer 1</u> <u>Creating media</u> <u>Stop motion animation</u> LO: To understand what animation is. LO: To understand what stop motion animation is LO: To plan a stop motion video. LO: To create a stop motion animation.</p> <p><u>Safe Use</u> <u>Online relationships</u> L.O. To describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p><u>Focus - Summer 2</u> <u>Programming 1 - Music and microbits</u> LO: To tinker with Scratch music elements. LO: To create a program that plays themed music. LO: To plan a soundtrack program. LO: To program a soundtrack.</p>	<p><u>Summer 1: Electrical systems: Doodlers.</u> <u>L1: LO</u> - To understand how motors are used in electrical products. <u>L2: LO</u> - To investigate an existing product to determine the factors that affect the product's form and function. <u>L3: LO</u> - To apply the findings from research to develop a unique product.</p> <p><u>Summer 2: Structures: Bridges.</u> <u>L1: LO</u> - To explore how to reinforce a beam (structure) to improve its strength. <u>L2: LO</u> - To build a spaghetti truss bridge. <u>L3: LO</u> - To build a wooden truss bridge. <u>L4: LO</u> - To complete, reinforce and evaluate my truss bridge.</p>



Year 5
Summer Term Medium Term Plan



Safe Use
Online reputation
L.O. To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect

<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
----------------------------------	-------------------------	-----------------------

Focus Summer
Meet My French Family
L.O. To recognise and use phrases to say if I have a brother or sister.
L.O. To be able to name different family members on a family tree.
L.O. To be able to build descriptive sentences into a short paragraph.
L.O. To be able to understand and express simple opinions.
L.O. To plan and prepare a short presentation about my family.
Assessment (end of unit quiz)

Focus Summer - Would you like to live in the desert?
LO: To summarise the characteristics of a desert biome.
LO: To locate and explore features of deserts.
LO: To describe the physical features of a desert environment.
LO: To explain the different ways humans can use deserts.
LO: To describe some of the threats facing deserts.
LO: To explore the similarities and differences between two physical environments.

Better Planet Schools (L4)
How can we increase the green space in our school grounds?

Focus Summer
Key Question: What is the legacy of the ancient Greek civilisation?

LO: To explain where and when the ancient Greeks lived.
LO: To identify ancient Greek beliefs by exploring their gods and goddesses.
LO: To use a range of secondary sources to identify similarities and differences between Athens and Sparta.
LO: To recognise how Athenian democracy worked by participating in a debate.
LO: To use research to explore the significance of the ancient Greek philosophers.
LO: To evaluate the legacy of the ancient Greek civilisation.



Year 5
Summer Term Medium Term Plan



<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<p><u>Focus Summer</u> <u>South and west Africa</u></p> <p>LO: To sing a traditional African song unaccompanied LO: To use tuned percussion to play a chord progression LO: To use vocals or tuned percussion to perform a piece of music as an ensemble LO: To play call and response rhythms using percussion instruments LO: To create an eight beat break to play within a performance</p>	<p><u>Focus Summer 1</u></p> <p>OAA LO: To develop communication and negotiation skills. LO: To develop strong communication and negotiation skills to solve challenges. LO: To develop planning and problem solving skills. LO: To share ideas and work as a team to solve problems. LO: To develop navigation skills and map reading. LO: To create and follow a key and route on a map.</p> <p>Rounders LO: To develop throwing and catching skills and apply them relevantly to the situation. LO: To develop bowling accuracy and perform the skill within the rules of the game. LO: To develop batting skills, identify when I am successful and what I need to do to improve. LO: To develop fielding techniques and begin to use these under pressure. LO: To understand the need for tactics and identify when to use them. LO: To apply skills and knowledge to compete in a tournament. Using tactics identified</p> <p><u>Focus Summer 2</u></p> <p>Athletics LO: To understand pace and apply different speeds over varying distances. LO: To develop fluency and co-ordination when running for speed. LO: To develop technique in relay changeovers. LO: To build momentum and power in the triple jump.</p>	<p><u>Focus Summer 1 - Relationships</u></p> <p>Knowledge LO: To know that a personality is made up of many different characteristics, qualities and attributes LO: To know that belonging to an online community can have positive and negative consequences LO: To know that there are rights and responsibilities in an online community or social network LO: To know that there are rights and responsibilities when playing a game online LO: To know that too much screen time isn't healthy LO: To know how to stay safe when using technology to communicate with friends</p> <p>Social and emotional skills LO: To suggest strategies for building self-esteem of themselves and others LO: To identify when an online community / social media group feels risky, uncomfortable, or unsafe LO: To suggest strategies for staying safe online/ social media LO: To say how to report unsafe online / social network activity LO: To identify when an online game is safe or unsafe LO: To suggest ways to monitor and reduce screen time LO: To suggest strategies for managing unhelpful pressures online or in social networks</p> <p><u>Focus Summer 2- Changing Me</u> <u>(Teach the NSPCC PANTS lesson)</u></p> <p>Knowledge</p>



Year 5
Summer Term Medium Term Plan



	<p>LO: To develop throwing with force for longer distances. LO: To develop throwing with greater control and technique.</p> <p>Cricket</p> <p>LO: To develop throwing and catching skills and apply them relevantly to the situation. LO: To develop bowling accuracy and perform the skill within the rules of the game. LO: To develop batting skills, identify when I am successful and what I need to do to improve. LO: To develop fielding techniques and begin to use these under some pressure. LO: To understand the need for tactics and identify when to use them. LO: To apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit.</p>	<p>LO: To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally (taught in Big Talk in January) LO: To know that sexual intercourse can lead to conception (taught in Big Talk in January) LO: To know that some people need help to conceive and might use IVF (taught in Big Talk in January) LO: To know that becoming a teenager involves various changes and also brings growing responsibility (taught in Big Talk in January)</p> <p>Social and emotional skills</p> <p>LO: To celebrate what we like about our own and others' self- image and body-image LO: To suggest ways to boost self-esteem of self and others LO: To recognise that puberty is a natural process that happens to everybody and that it will be OK (taught in Big Talk in January) LO: To ask questions about puberty to seek clarification (taught in Big Talk in January) LO; To express how we feel about becoming a teenager (taught in Big Talk in January) LO: To say who they can talk to if concerned about puberty or becoming a teenager/adult (taught in Big Talk in January)</p>
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><u>Focus Summer Term</u> Why do we celebrate?</p> <p>To make connections between religion, remembrance and celebration. To explore Shabbat and make links with the covenant and mitzvot.</p>	<p><u>Focus Summer 1</u> <u>Animals including Humans</u></p> <p>To describe the human life cycle To describe what happens when I become a teenager To describe what happens when I am a senior</p>	<p>No Outsiders lessons (PSHE) Weekly assemblies (Picture News and PSHE) 11 before 11 opportunities Pol Ed Lessons embedded within PSHE Project evolve - online safety Project Based Learning Children's University</p>



Year 5
Summer Term Medium Term Plan



To explore why it is important for Hindu to celebrate Holi.
To research about Guru Nanak.
To explore why it is important for Sikhs to celebrate Vaisakhi.

Focus Summer 2

Properties and Changing of Materials

To compare and group materials according to whether they are solids, liquids and gases and name their properties
To compare and group everyday materials on the basis of their properties
To investigate the thermal insulation of different materials
To compare and group materials based on their response to magnets
To understand that some materials will dissolve into a liquid to form a solution
To predict how to separate mixtures explain why some changes are irreversible

Transition
Specific curriculum days
Outdoor learning opportunities