Y5 Summer Half Term 2 2021-22

Subject	Weekly Detail						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
WRITING: Composition **Links:** **Geography – Rainforest** **Comprehension – Novel Study (The Explorer)** **Science**	**Poetry – Rainforest Personification** *LO: to be able to understand and identify personification* Outcome: to share different poems using personification *LO: to be able to identify and use metaphors and similes* Outcome: to write metaphors and similes *LO: to be able to choose appropriate adjectives* Outcome: to use a thesaurus to build a vocabulary bank *LO: to be able to write using personification* Outcome: to write personifications based on a city	**Poetry – Rainforest Personification** *LO: to be able to write using stanzas.* Outcome: to plan ideas for stanzas. *LO: to be able to write using personification.* *LO: to be able to write verbs using prefixes and suffixes.* Outcome: to write and edit a poem about the rainforest.	**Explanation Text – Science Life Cycle** *LO: to be able to define and use subject specific vocabulary.* Outcome: find definitions for and use vocabulary in sentences. *LO: to identify the key features of an explanation text.* Outcome: to share and analyse an explanation text *LO: to be able to extract key information* Outcome: to research and make notes on chosen life cycle. *LO: to be able to organise information into clear sections.* Outcome: to plan explanation text.	**Explanation Text – Science Life Cycle** *LO: to be able to write using relative clauses.* Outcome: write relative clauses *LO: to be able to write formally.* *LO: to be able to write informatively.* *LO: to be able to demarcate sentences with commas.* Outcome: write explanation text on life cycles	**Assessment Week** **Reading Comprehension** **Big Write**	**Autobiography** *LO: to be able to understand the purpose of an autobiography.* Outcome: to share an autobiography *LO: to understand the features of an autobiography* Outcome: to analyse the features of an autobiography. *LO: to be able to organise key information into paragraphs.* Outcome: to group key information into paragraphs. *LO: to be able to write using fronted adverbials.* Outcome: to be able to plan autobiography with appropriate fronted adverbials.	**Autobiography** *LO: to be able to write chronologically.* *LO: to be able to write in the past tense.* Outcome: to write an autobiography for their new teacher.

Links:	1	2	3	4	5	6	
WRITING: VGP	**Synonyms and Antonyms** *LO: to be able to identify and sort antonyms and synonyms* Outcome: to sort antonyms and synonyms *LO: to be able to find synonyms and antonyms* Outcome: to be able to use own vocabulary and thesaurus to find antonyms and synonyms.	**Personification** *LO: to be able to write using personification* Outcome: to write using personification. *LO: to be able to identify personification* Outcome: to be able to identify personification.	**Demarcating clauses using commas** *LO: to be able to demarcate clauses using commas.* Outcome: add commas to clauses. Outcome: to identify mistakes in incorrect clauses.	**Paragraphs** LO: to able to group information into paragraphs. Outcome: sort information into appropriate paragraphs.	**Relative Clauses** *LO: to be able to identify a relative clause.* Outcome: identify relative clauses in a paragraph. *LO: to be able to write using relative clauses.* Outcome: write relative clauses.	**Fronted Adverbials.** *LO: to be able to choose appropriate fronted adverbials.* Outcome: choose appropriate fronted adverbials to finish clauses. *LO: to be able to write using fronted adverbials* Outcome: write sentences using fronted adverbials.	
Links:	1	2	3	4	5	6	
WRITING: Spelling	cemetery committee communicate community abundance absence believable accessible reliably forcibly	competition conscience controversy conscious significant buoyancy argument complacency compatible accessibly	convenience correspond criticise curiosity extravagance confidence consistency inflatable digestible miserably	definite desperate determined develop fragrance infancy changeable eligible inevitably responsibly	ignorance transplant excellence fluency variable possibly government durable avoidably visibly	reluctant assignment despicable comfortable excitably considerably tolerant truancy understandably reasonable	
Writing Transcription	Twice weekly sessions on letter formation and joining linked to	Twice weekly sessions on letter formation and joining linked to	Twice weekly sessions on letter formation and joining linked to	Twice weekly sessions on letter formation and joining linked to	Twice weekly sessions on letter formation and joining linked to	Twice weekly sessions on letter formation and joining linked to	Twice weekly sessions on letter formation and joining linked to

	letter patterns in spellings	letter patterns in spellings	letter patterns in spellings	letter patterns in spellings	letter patterns in spellings	letter patterns in spellings	letter patterns in spellings
COMPREHENSION	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Links: Geography	**The Explorer** VIPERS style questions.	**The Explorer** VIPERS style questions.	**The Explorer** VIPERS style questions.	**The Explorer** VIPERS style questions.	**The Explorer** VIPERS style questions.	**The Explorer** VIPERS style questions.	**The Explorer** VIPERS style questions.
MATHS	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
All lessons from Power Maths Book C **Links:**	**Unit 12: Decimals (8/15)** **Lesson 1** To add decimals **Lesson 2** To add and subtract decimals less than one **Lesson 4** To add numbers < 1 where the total is > 1 **Lesson 7** To add and subtract decimals with a different number of decimal places	**Lesson 12** To multiply decimals by 10 **Lesson 13** To multiply decimals by 10, 100 and 1,000. **Lesson 14** To divide decimal numbers by 10 **Lesson 15** To divide decimals by 10, 100 and 1,000.	**Unit 13: Geometry 1 (5/7)** **Lesson 1** To use degrees as a unit for measure of turn **Lesson 2** To introduced to the protractor and to use it to measure acute angles **Lesson 3** To develop their protractor skills **Lesson 4** To draw angles accurately	**Lesson 5/6** To calculate angles on straight lines /point, based on their knowledge of 180° /360 **Unit 14: Geometry 2 (3/5)** **Lesson 1/2** To recognise & draw parallel & perpendicular lines in diff orientations **Lesson 4** To deepen their understanding of the concepts of regular & irregular polygons **Unit 15: Geometry 3 (4/4)** **Lesson 1** To reflect simple 2D shapes in vertical & horizontal lines.	**Lesson 2** To find the coordinates of a reflected point on a grid **Lesson 3** To translate simple 2D shapes on grid paper **Lesson 4** To use coordinates to find translations **Unit 16: Measures 1 (8/10)** **Lesson 1/2** To convert between units by multiplying and dividing by 1000	**Lesson 3/4** To convert between units of length by multiplying and dividing by 10, 100 & 1000 **Lesson 5/6/7** To introduce imperial units of length, mass and capacity **Lesson 9** To use timetables to read arrival and departure times **Unit 17: Measures 2 (1/4)** **Lesson 1** To introduce the concept of the volume of a 3D shape	**End of year Assessment**
CALCULATION	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Extending 3AS– 2 Pupils should also extend columnar addition & subtraction methods to numbers with up to 2 dp	**Personalised tables**	**Personalised tables**	**Personalised tables**	**Personalised tables**	**Personalised tables**	**Personalised tables**	**Personalised tables**

5NF–2 Apply place-value knowledge to known additive & multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)	Reinforcement of 4 basic ops inc numbers to 2 d.p.	Reinforcement of 4 basic ops inc numbers to 2 d.p.	Reinforcement of 4 basic ops inc numbers to 2 d.p.	Reinforcement of 4 basic ops inc numbers to 2 d.p.	Reinforcement of 4 basic ops inc numbers to 2 d.p.	Reinforcement of 4 basic ops inc numbers to 2 d.p.	Reinforcement of 4 basic ops inc numbers to 2 d.p.
Science	**Week 1** 6/6	**Week 2** 13/6	**Week 3** 20/6	**Week 4** 27/6	**Week 5** 4/7	**Week 6** 11/7	**Week 7** 18/7
<u>Animals inc Humans</u> **Curriculum links: Sc5/2.2 Animals , including humans Sc5/2.2a** Describe the changes as humans develop to old age.	<u>Learning objectives</u> To investigate how the average height of a class changes over time <u>Outcome</u> To have a table showing the average heights of children in different year groups. Then create a line graph to plot the results.	<u>Learning objectives</u> To compare the changes that happen to humans over a lifespan. <u>Outcome</u> To plot how a human changes over its lifespan. Use picture to create a photo montage of life.	<u>Learning objectives</u> To compare life expectancy around the world. <u>Outcome</u> To create a bar graph showing average life expectancy on different countries and continents. Compare data across the class.	<u>Learning objectives</u> To compare life expectancy over time. <u>Outcome</u> To create a bar graph showing average life expectancy in different centuries. Compare data across the class.	<u>Learning objectives</u> To research a guide to puberty. <u>Outcome</u> To create lists of the changes that happen in males and females over the course of puberty.	<u>Learning objectives</u> To create a guide to puberty. <u>Outcome</u> Create a guide for either boys or girls to explain the changes that occur during the course of puberty.	End of unit assessment.
ART &DESIGN	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Printing	L.O.: To learn techniques of mono-printing Outcome: Children produce mono-print	L.O.: To consolidate techniques of mono-printing Outcome: Children produce mono-print with rainforest theme	L.O.: To learn techniques of block-print Outcome: Children produce block-print	L.O.: To consolidate techniques of block-print Outcome: Children produce block-print with rainforest theme	L.O.: To learn techniques of lino-print Outcome: Children produce lino-print	L.O.: To consolidate techniques of lino-printing Outcome: Children produce lino-print with rainforest theme	
COMPUTING	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**

	L.O.: To revise physical inputs and outputs of a computer. Outcome: Create a human function machine – a pupil thinks of a function (e.g. times 2 plus 3), and produces an output based on numbers given by peers, who have to guess the function.	L.O.: To write simple algorithms for a function machine that use more than one operator (+ - / x) using a flow diagram Outcome: Children create and debug existing algorithms on paper in pairs.	L.O.: To use a simple algorithm in Scratch. Outcome: Pupils can download and adapt a Function of their choice. (Use the Ask and Answer blocks, together with operators.)	L.O.: To know what a variable is and how it can be used by computer. Outcome: Children use the songs "5 Little Monkeys" or similar to demonstrate variables (see helpsheet in Resources).	L.O.: To use variables in a simple Scratch program Outcome: Children spot the variable in an existing program and manipulate.	L.O.: To create a variable in Scratch Outcome: Pupils create a variable in Scratch and combine with selection and the Ask block to create a quiz.	L.O.: To create a variable in Scratch (continued from last lesson) Outcome: Pupils create a variable in Scratch and combine with selection and the Ask block to create a quiz.
D & T							
GEOGRAPHY	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Links: Comprehension (The Explorer) **English Rainforest Poem**			**South America** LO: to be able to identify the major human *characteristics of Brazil.* Outcome: identify biggest cities in Brazil including their location, size, features and population	**South America** LO: to be able to compare major exports Outcome: identify major exports of Brazil and compare them with UK exports.	**South America** *LO: to be able to identify trade routes and their impact.* Outcome: to look at the exports of Brazil and where they are sent to.		
HISTORY							
MFL	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
All lessons follow the iLanguages	21: Family Learn words for family members.	22: Possessive adjectives	24: Clothes Learn words for clothing.	25: Clothes and colours	28: Revision Revise words for parts of the body,		

French MFL scheme of work Links:	Start to recognise different words for 'my' in French. Be able to ask and answer the question *Tu as des frères ou des soeurs?*	Revise words for family members. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'.	Use mental associations to remember words. Be able to ask and answer the question *Que portes-tu?*	Revise words for clothing and colours. Use colours to describe clothing with correct adjectival agreements Understand and write a short description of an outfit.	colours, clothes, months, numbers, personal descriptions and family.		
PE	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
<u>Athletics</u> Following the English Schools Athletics association scheme.	**75m sprint** **<u>Learning objectives</u>** To sprint 75m as fast as possible. **<u>Outcome</u>** Develop greater fluency and coordination in running for speed. Develop and understand the basic skills and techniques for acceleration. Apply different and appropriate starting positions to different events.	**60m hurdles** **<u>Learning objectives</u>** To hurdle 60m as efficiently as possible. **<u>Outcome</u>** Run with greater fluency, efficiency and speed over obstacles. Run over taller obstacles. Apply appropriate stride patterns and techniques when running over obstacles.	**600m distance** **<u>Learning objectives</u>** To continue running at a fast pace for 600m **<u>Outcome</u>** Run over a long distance. Develop the ability to pace themselves to run all the distance. Develop breathing techniques in order to keep sufficient oxygen in their bodies.	**Standing long jump** **<u>Learning objectives</u>** To jump as far as possible from a stand still **<u>Outcome</u>** Jump from a stand still. Forward keeping weight forward so as not to fall back. To develop the use of arms and whole body to propel their body forward.	**High jump** **<u>Learning objectives</u>** To jump as high as possible. **<u>Outcome</u>** Show power, control and consistency at take and landing. Perform variety of jumps in different activities. Use different and take positions.	**Shot put** **<u>Learning objectives</u>** To throw a shot put as far as possible **<u>Outcome</u>** Throw with greater control, accuracy and efficiency. Throw with greater force and for longer distances. Consider different throwing implements and use the best techniques	**Awards week.**

	Learn to sustain pace over longer distances.						
Tag Rugby	**L.O.:** To perform catching and throwing with accuracy, control and confidence. **Outcome:** Children can catch a ball thrown by a team-mate	**L.O.:** To move and dodge while holding the ball. **Outcome:** Children can move together and dodge defenders	**L.O.:** To follow tagging rules **Outcome:** Children can defend by grabbing tags from ball holding attacker.	**L.O.:** To intercept passes. **Outcome:** Children develop skills to intercept the ball.	**L.O.:** To be able to apply the rules and tactics you have learnt to play in a tag rugby game. **Outcome:** Children play an organised game	**L.O.:** To be able to apply the rules and tactics you have learnt to play in a tag rugby game. **Outcome:** Children play an organised game	
RE	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
	L.O.: To discuss reasons why different people have different ideas about whether God is real. (recognising the right to freedom from religion and belief for all people) Outcome: Children give reasons why different groups have different beliefs about god	L.O.: To debate reasons why different people have different ideas about what God is like, (recognising the right to freedom from religion and belief for all people) Outcome: Children discuss the ideal properties if there was a god	L.O.: To look at the views of Hindus on what they eat Outcome: Children know how harmlessness affects what they eat and how they treat animals.	L.O.: To understand the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. Outcome: Children watch clip and discuss their views	L.O.: To express their own ideas about religious issues and questions, giving reasons for their thoughts Outcome: Children can raise their own issues and ideas for class research and discussion	L.O.: To express their own ideas about religious issues and questions, giving reasons for their thoughts Outcome: Children can raise their own issues and ideas for class research and discussion	
RSHE	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**

Links: Science					Growing G1) How will my body change as I get older? (*Taught through science*)	Growing G1) How will my body change as I get older? (*Taught through science*)	
MUSIC	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Links:	See AB						