

Y5 Summer Half Term 1 Plan 21/22

Subject	Weekly detail					
WRITING: composition	Week 1 (3 Days)	Week 2 (5 Days)	Week 3 (4 Days)	Week 4 (5 Days) (KS2 SATs)	Week 5 (5 Days)	Week 6 (4 Days)
<p style="text-align: center;">Links:</p> <p>History – Post 1939 (through the decades)</p> <p>Geography – Rainforest</p> <p>Comprehension – Novel Study (The Explorer)</p>	<p style="text-align: center;"><u>Narrative – Decade</u></p> <p><i>LO: to be able to identify the features of a narrative</i></p> <p><u>Outcome: to share an excerpt from a novel</u></p> <p><i>LO: to be able to write direct and indirect speech</i></p> <p><u>Outcome: to edit incorrect speech and write their own sentences including speech.</u></p>	<p style="text-align: center;"><u>Narrative - Decades</u></p> <p><i>LO: to be able to structure my writing to build up tension.</i></p> <p><u>Outcome: to plan and design their own 'story mountain.'</u></p> <p><i>LO: to be able to write speech that matches action.</i></p> <p><u>Outcome: to create a storyboard of their speech</u></p> <p><i>LO: to be able to use dialect in dialogue</i></p> <p><u>Outcome: to write a narrative</u></p>	<p style="text-align: center;"><u>Discussion – Rainforest Deforestation</u></p> <p><i>LO: to know key subject specific vocabulary</i></p> <p><u>Outcome: to read extracts and videos relating to deforestation and the rainforest.</u></p> <p><i>LO: to be able to identify the features of a balanced argument.</i></p> <p><u>Outcome: to share and annotate a discussion text</u></p> <p><i>LO: to be to present opinions that make a balanced argument.</i></p> <p><u>Outcome: to hold a class debate regarding deforestation.</u></p>	<p style="text-align: center;"><u>Discussion – Rainforest Deforestation</u></p> <p><i>LO: to be able to structure a balanced discussion.</i></p> <p><u>Outcome: to plan a discussion text</u></p> <p><i>LO: to be able to use modal verbs to show varying degrees of possibility</i></p> <p><i>LO: to be able to balance writing throughout the text</i></p> <p><i>LO: to be able to use apostrophes for possession</i></p> <p><u>Outcome: to write a discussion text</u></p>	<p style="text-align: center;"><u>Poetry – Rainforest Personification</u></p> <p><i>LO: to be able to understand and identify personification</i></p> <p><u>Outcome: to share different poems using personification</u></p> <p><i>LO: to be able to identify and use metaphors and similes</i></p> <p><u>Outcome: to write metaphors and similes</u></p> <p><i>LO: to be able to choose appropriate adjectives</i></p> <p><u>Outcome: to use a thesaurus to build a vocabulary bank</u></p> <p><i>LO: to be able to write using personification</i></p> <p><u>Outcome: to write personifications based on the rainforest.</u></p>	<p style="text-align: center;"><u>Poetry – Rainforest Personification</u></p> <p><i>LO: to be able to write verbs using prefixes and suffixes.</i></p> <p><i>LO: to be able to write using stanzas.</i></p> <p><u>Outcome: to write a poem about the rainforest.</u></p> <p style="text-align: center;">Big Write</p>

WRITING:VGP	1	2	3	4	5	6
	<p><u>Direct Speech</u> LO: to be able to write using direct speech correctly</p> <p><u>Outcome: to identify and write direct speech.</u></p> <p><u>Indirect Speech</u> LO: to be able to write using indirect speech correctly</p> <p><u>Outcome: to identify and write indirect speech.</u></p>	<p><u>Apostrophes for possession</u> LO: to be able to write using singular apostrophes for possession</p> <p><u>Outcome: to edit and write sentences to include apostrophes</u></p> <p><u>Apostrophes for plural possession</u> LO: to be able to write using singular apostrophes for possession</p> <p><u>Outcome: to edit and write sentences to include apostrophes</u></p>	<p><u>Modal Verbs</u> LO: to be able to use and identify modal verbs</p> <p><u>Outcome: to write using modal verbs.</u></p> <p><u>Conjunctions</u> LO: to be able to use appropriate conjunctions</p> <p><u>Outcome: to apply the correct conjunction and add further detail using conjunctions.</u></p>	<p><u>Synonyms</u> LO: to be able to identify and find synonyms and antonyms</p> <p><u>Outcome: sort and find alternative synonyms using thesaurus and iPads.</u></p>	<p><u>Metaphors and Similes</u> LO: to know the difference between metaphors and similes.</p> <p><u>Outcome: to write and sort metaphors and similes.</u></p>	<p><u>Personification</u> LO: to be able to identify personification</p> <p><u>Outcome: to sort personifications, descriptions and similes/metaphors</u></p>
WRITING: Spelling	1	2	3	4	5	6
Links:	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 letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings

READING: Comprehension	1	2	3	4	5	6
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.
MATHS	1	2	3	4	5	6
All lessons from Power Maths Book B (Unit 12–Book C) Links:	Unit 10: Fractions (3) Lesson 2 To multiply a whole number and a non-unit fraction Lesson 3 To multiply a whole number and a mixed number Lesson 4 To multiply a whole number and a mixed number	Lesson 5 To find a non-unit fraction of an amount Lesson 6 To use fractions as operators Lesson 7 Fractions to solve problems that require more than one step. Unit 11: Decimals and Percentages Lesson 1 To read and write decimal numbers (up to two decimal places)	Lesson 2 To read and write decimal numbers (up to two decimal places) Lesson 3 To read and write simple decimal numbers as fractions. Lesson 4 To read and write more complex decimal numbers as fractions. Lesson 5 To write any number up to three decimal places as a fraction.	Lesson 6 To understand the link between tenths, hundredths and thousandths. Lesson 7 To compare decimals. Lesson 8 To order and compare decimal numbers up to three decimal places. Lesson 9 To round decimals to the nearest whole number.	Lesson 10 To understand percentages Lesson 11 To write percentages as a fraction with denominator 100, and as a decimal Lesson 12 To convert between fractions, decimals and percentages. Lesson 13 Power Maths Assessment	Unit 12: Decimals Lesson 1 To add decimals, recognising the importance of place value. Lesson 2 To add and subtract decimals less than 1 Lesson 3 To find the complement to 1. Lesson 4 To add numbers less than 1 where the total is greater than 1.
CALCULATION	1	2	3	4	5	6
Links: 5NPV–2 Extending 3AS– 2	Place value – introducing tenths Personalised tables	Place value – introducing hundredths Personalised tables	Place value – introducing thousandths (PM works to thousandths) Personalised tables	Reinforcement of 4 basic operations (including decimals) Personalised tables	Reinforcement of 4 basic operations (including decimals) Personalised tables	Reinforcement of 4 basic operations (including decimals) Personalised tables

SCIENCE	1	2	3	4	5	6
<p>Living things</p> <p>Curriculum links:</p> <p>Sc5/2.1 Living Things and their habitats</p> <p>Sc5/2.1a Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b Describe the life process of reproduction in some plants and animals.</p>	<p>Learning objective: Initial assessment work</p> <p>To draw flower diagram and label with scientific terms for plant reproductive.</p> <p>Planting sunflowers and tracking their growth and development. (Ongoing)</p> <p>Activity Dissect a flower to show the different parts and explain and label the parts noting those that are used particularly in reproduction. Children to plant sunflower seed and monitor its growth over the term.</p> <p>Outcome: Create labelled diagrams of flowers- showing the reproductive parts.</p> <p>Sc5/2.1b Describe the life process of reproduction in some plants and animals.</p>	<p>Learning objective: To identify how plants reproduce.</p> <p>To create plant lifecycle – large diagrams – visual explanation text</p> <p>Activity Use dissection and identification work from last week to identify the different ways in which plants reproduce. Then create a poster showing the lifecycle of a plant.</p> <p>Outcome: Document the different methods that plants use for reproduction. Create a poster showing the lifecycle of a plant.</p> <p>Sc5/2.1b Describe the life process of reproduction in some plants and animals.</p>	<p>Learning objective: To explain that migration is part of the life cycle of many birds. (Look at Spring Watch videos)</p> <p>To create a bird life cycle with explanations using iPads</p> <p>Activity Document the life cycle of birds and their migration patterns- identify common birds to the local environment and also to those in the rainforest.</p> <p>Outcome: Create a computer document showing bird lifecycles. Compare and contrast a local bird and a rainforest bird and map migration patterns for different birds.</p> <p>Sc5/2.1a Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Learning objective: To identify features of mammals.</p> <p>To explain that there are two unusual mammals that lay eggs – duck-billed platypus</p> <p>To compare that the main difference in the life cycles of mammals & birds is that mammals give birth to live young.</p> <p>Activity Document features of a mammal, noting unusual features of particular mammals. Make a comparison table for birds and mammals.</p> <p>Outcome: Poster showing features of a mammal. Compare and contrast similarities and differences between mammals and birds.</p> <p>Sc5/2.1a Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Learning objective: To investigate examples of insect & amphibian life cycles.</p> <p>To understand differences between complete & incomplete metamorphosis.</p> <p>Activity Each group research a particular creature and then produce an information sheet which they will then present their findings to the rest of the class.</p> <p>Outcome: Create a fact sheet and then present this information to the rest of the class.</p> <p>Sc5/2.1a Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Learning objective: To compare similarities and differences between a variety of animal lifecycles.</p> <p>Activity Each group to be given a particular animal – research and produce an information/fact sheet. Then present their information to the class. Then to complete a comparisons sheet using the information gained from other groups.</p> <p>Outcome: Produce a fact sheet for a particular animal based on their lifecycle, then complete a comparisons chart comparing the different animals from the information produced b their classmates.</p> <p>Sc5/2.1a Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>

ART & DESIGN	1	2	3	4	5	6
Links: Geography	L.O.: Create tones and shades of primary and secondary colours Outcome: Children mix paint in proportion to create various shades and tones	L.O.: To use colour to create atmosphere Outcome: Children will create a mood board of colours and emotions	L.O.: To use different shades of paint to produce a variety of large leaves Outcome: To paint a variety of large leaves	L.O.: To incorporate perspective into painting Outcome: Children create plants / leaves / flowers / animals at a greater distance		
COMPUTING	1	2	3	4	5	6
	L.O.: Identify the main components of a computer, and other devices and their function Outcome: label diagram of complete computer system and describe purpose.		L.O.: Investigate a range of objects that contain computers or electronics that can be programmed. Outcome: Produce list of household equipment and state how / why it can be programmed.		L.O.: Analyse a flowchart for a physical system including a sensor in detail. Outcome: Follow simple flowcharts and debug errors	
DESIGN & TECHNOLOGY	1	2	3	4	5	6
Links: Geography	L.O.: To investigate toys containing cams Outcome: Children look at and draw diagram of cam toys	L.O.: To investigate cams mechanisms Outcome: Children can name the parts of a cam mechanism	L.O.: To investigate how different cams work. Outcome: Children investigate how the shape of a cam influences the movement	L.O.: To design a cam toy with a rainforest theme Outcome: Children draw a plan of their toy.	L.O.: To produce a cam containing mechanism Outcome: Children make their cam toy	L.O.: To evaluate the toy they have made Outcome: Children suggest how they could improve the design of their toy.

GEOGRAPHY	1	2	3	4	5	6
Links: <u>Comprehension (The Explorer)</u> English <u>Rainforest Discussion</u> <u>Rainforest Poetry</u> Art <u>Rainforest Painting</u> DT <u>Cam Toys</u>	World Countries <i>LO: to be able to identify significant countries from all continents and their climates.</i> <u>Outcome: to identify previously taught countries and countries of relevance to our children on a world map and research their climates.</u>	Biomes / Vegetation <i>LO: to be able to identify and compare the features and locations of different biomes/vegetation</i> <u>Outcome: to list features of each biome and mark on a world map.</u>	South America <i>LO: to be able to identify and compare the physical and human characteristics of Brazil</i> <u>Outcome: to label rivers, forests, mountains and major cities on a map of Brazil.</u>	South America <i>LO: to be able to identify the layers and features of a rainforest biome</i> <u>Outcome: to label their own rainforest diagram</u>	South America <i>LO: to be able to identify and understand the importance of biodiversity in rainforest biomes</i> <u>Outcome: to research an endangered animal and create a fact file.</u>	
HISTORY	1	2	3	4	5	6
Links:						
MFL	1	2	3	4	5	6
Links:	17: Personal descriptions Revise parts of the face and adjectival agreements. Be able to understand and describe hair colour and type. Be able to understand and describe eye colour.	18: Personal descriptions 2 Revise parts of the face and adjectival agreements. Be able to understand and describe size. Be able to pronounce words with the 'r' sound accurately.	19: Celebrity descriptions Be able to describe someone else using the third person. Be able to use adjectives correctly in a sentence. Enjoy a traditional story.	21: Family Learn words for family members. Start to recognise different words for 'my' in French. Be able to ask and answer the question <i>Tu as des frères ou des sœurs?</i>	22: Possessive adjectives Revise words for family members. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'.	24: Clothes Learn words for clothing. Use mental associations to remember words. Be able to ask and answer the question <i>Que portes-tu?</i>

PE (outdoor)	1	2	3	4	5	6
	<p>L.O.: To perform catching skills with accuracy, confidence and control.</p> <p>Outcome: Children can catch a ball thrown by a team-mate</p>	<p>L.O.: To use the bat to defend the wicket safely.</p> <p>Outcome: Children use the bat in a controlled manner.</p>	<p>L.O.: To use the bat to defend the wicket and to make runs.</p> <p>Outcome: Children use the bat to strike the ball forcibly.</p>	<p>L.O.: To explore different bowling techniques.</p> <p>Outcome: Children bowl in a variety of styles.</p>	<p>L.O.: To apply skills in a game situation ensuring they are performed with accuracy, confidence and control.</p> <p>Outcome: Children play an organised game</p>	<p>L.O.: To apply skills in a game situation ensuring they are performed with accuracy, confidence and control.</p> <p>Outcome: Children play an organised game</p>
PE (indoor)	1	2	3	4	5	6
<p>Links:</p>	<p><u>Learning objective:</u> To improvise movement patterns inspired by Carnival of the Animals.</p> <p>Lesson 1 of the dance module</p> <p><u>Outcomes:</u> Identify a range of animals after listening to music. Move in unison and in canon with a partner.</p> <p>Use dynamics to move in different ways to represent different animals.</p>	<p><u>Learning objective:</u> To show precision and control in response to Carnival of the Animals.</p> <p>Lesson 2 of the dance module</p> <p><u>Outcomes:</u> Listen carefully and identify different sections of music. Improvise actions in response to music. Show control and precision in my actions.</p>	<p><u>Learning objective:</u> To vary the dynamics of a dance inspired by Carnival of the Animals.</p> <p>Lesson 3 of the dance module</p> <p><u>Outcomes:</u> Identify the tempo and the dynamics of different sections of music. Improvise actions in response to the differing tempo of a piece of music. Match the dynamics of my actions to the music.</p>	<p><u>Learning objective:</u> To demonstrate rhythm in a longer dance sequence inspired by Carnival of the Animals.</p> <p>Lesson 4 of the dance module</p> <p><u>Outcomes:</u> Identify the rhythm of a piece of music. Work in a group to compose a dance sequence in response to music. Move with rhythm and control in a dance sequence.</p>	<p><u>Learning objective:</u> To compose longer dance sequences using a range of dance vocabulary to describe and improve work.</p> <p>Lesson 5 of the dance module</p> <p><u>Outcomes:</u> Identify different patterns of music and how these relate to different animals. Work in a group to compose a dance in response to different music patterns. Use a range of dance vocabulary to describe and improve my dance sequence.</p>	<p><u>Learning objective:</u> To compose longer dance sequences using a range of dance vocabulary to describe and improve work.</p> <p>Lesson 6 of the dance module</p> <p><u>Outcomes:</u> Identify different patterns of music and how these relate to different animals. Work in a group to compose a dance in response to different music pattern. Use a range of dance vocabulary to describe and improve my dance sequence.</p>

RE	1	2	3	4	5	6
	<p>L.O.: To recap the similarities / differences of a variety of religions</p> <p>Outcome: Sort images into corresponding religions.</p>	<p>L.O.: To explore and respond thoughtfully to the spiritual paths of Buddhists.</p> <p>Outcome: Describe each of the eight fold path</p>	<p>L.O.: To describe the impact of the practice of harmlessness</p> <p>Outcome: Children research how a Buddhist would follow this path.</p>	<p>L.O.: To express their own ideas about an issue with reasons</p> <p>Outcome: Children discuss ideas about an issue in a controlled and mature manner.</p>	<p>L.O.: To describe the beliefs of humanism</p> <p>Outcome: Children compare the main ideas of humanism to religious dogma</p> <p>https://www.youtube.com/watch?v=SwJ0NDDJITU</p>	<p>L.O.: To discuss why people have different ideas about god / religion</p> <p>Outcome: Children debate the idea of god</p>
RSHE	1	2	3	4	5	6
Links:	<p>L.O.: To understand why it is better to demonstrate self-control and restraint in emotional situations</p> <p>Outcome: Children read story and discuss points raised</p>	<p>L.O.: To Practise strategies for resolving conflict with peers</p> <p>Outcome: Children will learn strategies to separate emotion and reason</p>	<p>L.O.: To learn to express our sense of identity</p> <p>Outcome: Children complete self-identity exercise – how do we define ourselves</p>	<p>L.O.: To understand that our brains can get poorly and can be treated</p> <p>Outcome: Children write down a memory of a time when their emotions ‘spilled out’</p>	<p>L.O.: Know that mental wellbeing varies and is not constant</p> <p>Outcome: Children record two Scenarios about the voices in their head</p>	<p>L.O.: To discuss what makes us, us.</p> <p>Outcome: Children watch video and discuss points raised</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j</p>
MUSIC	1	2	3	4	5	6
Links: See AB						