Summer 2 Medium Term Plan 2024 Year Group 5

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Writing	L.O.: To proof read and edit Outcome: To edit and correct a prewritten paragraph (discussion text) BIG WRITE L.O.: To plan a discussion "Should Y6 go on a residential?" Outcome: Plan discussion listing points for and against L.O: To write a discussion text – Should Y6 go on a residential trip? Outcome: To write a discussion text containing relevant features	L.O.: To use a dictionary to define subject specific vocabulary Outcome: To use a dictionary to complete subject vocabulary sheet *LO: to research and make notes (2 Lessons)* Outcome: to research and make notes on chosen life cycle, grouping ideas using sub-headings. *LO: to be able to write using relative clauses.* Outcome: write accurate relative clauses about a relevant subject	L.O.: To write an explanation text including relative clauses Outcome: To write introduction and stage 1 of explanation text, focus on relative clauses L.O.: To write an explanation text including conjunctions Outcome: To write stage 2 of explanation text, focus on conjunctions L.O.: To write an explanation text including parenthesis (brackets) Outcome: To write stage 3 of explanation text, focus on use of brackets	**Assessment Week** L.O.; To edit and improve my writing Outcome: To review and improve writing L.O: To use consistent joined writing to present work Outcome: To present work in the format of a poster READING TEST GRAMMAR TEST	**Autobiography** *LO: to be able to understand the purpose and features of an autobiography.(Boy – R. Dahl)* Outcome: to analyse the features of an autobiography. *LO: to be able to organise key information to make a plan.* Outcome: to group relevant information into paragraphs. *LO: to be able to write an autobiography using fronted adverbials.* Outcome: write an opening to an autobiography with appropriate	*LO: to continue writing an autobiography using the correct form of the past tense* Outcome: to continue writing an autobiography including simple past and present perfect tense L.O.: To present work appropriately. Outcome: Produce a transition workbook to present to Y6 staff (Transition book to contain best example of other work from various subjects)	Transition focus

	Explanation Text – Science Life Cycle *LO: to identify the key features of an explanation text.* Outcome: to share and analyse an explanation text		L.O.: To write an explanation text including factual description Outcome: To write stage 4/5 of explanation text, focus on factual description		fronted adverbials (time). *LO: to continue writing an autobiography using the correct form of the past tense* Outcome: to continue writing an autobiography including simple past and present perfect tense		
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	
Handwriting	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	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings
Reading	**The Explorer**	**The Explorer**	**The Explorer**	**The Explorer**	**The Explorer**	**The Explorer**	**The Explorer**

	VIPERS style questions.	VIPERS style questions.	VIPERS style questions.	VIPERS style questions.	VIPERS style questions.	VIPERS style questions.	VIPERS style questions.
Reading JH	**Reading for pleasure** Independent reading. Discuss book selection and preferences. How to broaden choice range.	**'A Boy called M.O.U.S.E' (extract) by Penny Dolan** Reading aloud Retrieval Making inferences Writer choices	**'A Boy called M.O.U.S.E' (extract) by Penny Dolan** Purpose of summarising Techniques – short exercises **Outcome:** Write a summary of this section of the story. Read aloud and compare.	**'A New Hero' (extract) by Curtis Jobling** Reading aloud Retrieval Making inferences	**'A New Hero' (extract) by Curtis Jobling** Writer choices Summary - differences to the previous extract. **Outcome:** Write a summary of this section of this story. Read aloud and compare.	**No Lesson**	**Reading for pleasure** Independent reading. Discuss book selection and preferences. How to broaden choice range. SUMMER Set CHallenges
Maths	**Unit 12: Geometry - properties of shapes** **Lesson 1 (p6)** To understand and use degrees **Lesson 2 (p9)** To measure acute angles with a protractor **Lesson 3 (p12)** To measure angles up to	**Lesson 5&6 (p18)** To calculate missing angles **Lesson 7 (p24)** To calculate missing angles in shapes **Lesson 8 (p27)** To recognise regular and irregular polygons **Lesson 9&10 (p30)**	**Lesson 12 (p33)** To recognise 3d shapes from different aspects **Unit 14: Decimals (1)** **Lesson 3 (p72)** To find complements to one **Lesson 7 (p84)** To add decimals with different d.p.	**Lesson 9(10 as extension) (p90)** To solve problems involving decimals **Lesson 11 (p96)** To complete sequences involving decimals **Lesson 13 (p102)** To multiply by 10, 100 & 1000	**Unit 16: Measure - converting units** **Lesson 1 (p128)** To convert kg and km **Lesson 2 (p131)** To convert ml and mm **Lesson 3 (p134)** To convert units of length	**Lesson 7 (p146)** To convert units of time **Lesson 8 (p149)** To read and understand timetables **Unit 15 Negative Numbers** **Lesson 2 (p117)** To count through zero	**Unit 13 Geometry Position and direction** **Lesson 1 (p45)** To read and plot co-ordinates **Lesson 4 (p54)** To translate points **Lesson 5 (p57)** To reflect shapes in a mirror line

	180 with a protractor **Lesson 4 (p15)** To draw lines and angles accurately	To recognise parallel and perpendicular lines	**Lesson 8 (p87)** To subtract decimals with different d.p.	**Lesson 15 (p108)** To divide by 10, 100 & 1000	**Lesson (NOT PW)** To recognise imperial units of measure	**Lesson 4 (p123)** To find the difference involving negative numbers	
Calculation	**Personalised tables** **Reinforcement of 4 basic ops inc numbers to 2 d.p.** Compare negative numbers Times by 10, 100, 1000 Perimeter & area	**Personalised tables** **Reinforcement of 4 basic ops inc numbers to 2 d.p.** Compare negative numbers Times by 10, 100, 1000 Perimeter & area	**Personalised tables** **Reinforcement of 4 basic ops inc numbers to 2 d.p.** Compare negative numbers Times by 10, 100, 1000 Perimeter & area	**Personalised tables** **Reinforcement of 4 basic ops inc numbers to 2 d.p.** Compare negative numbers Times by 10, 100, 1000 Perimeter & area	**Personalised tables** **Reinforcement of 4 basic ops inc numbers to 2 d.p.** Compare negative numbers Times by 10, 100, 1000 Perimeter & area	**Personalised tables** **Reinforcement of 4 basic ops inc numbers to 2 d.p.** Compare negative numbers Times by 10, 100, 1000 Perimeter & area	**Personalised tables** **Reinforcement of 4 basic ops inc numbers to 2 d.p.** Compare negative numbers Times by 10, 100, 1000 Perimeter & area
Science Animals including humans	**Cover sheets** **L.O. To be able to predict and compare animal gestation periods** Know gestation is the period of time that an animal carries its offspring inside its body before giving birth. Patterns can be found in the gestation periods of different animals. Larger animals tend to have longer gestation periods (as they tend to produce larger offspring).	**LO: to be able to identify key features of the different stages of a human lifespan** Know the different stages of human development from before birth to old age. **Outcome** In groups, create a human timeline detailing different stages of human life Share and discuss comparisons	**L.O. To explore at which age children's height growth is the quickest** Know humans continuously grow taller from birth through to the end of puberty. Growth rate is maximum during infancy and adolescence. Girls are often taller than boys at 12 to 14 years, but men are generally taller than women as adults. Humans are taller now than in the past, due to	**L.O. To explore at which age children's height growth is the quickest** Study and reflect on data gathered. Discuss the numerical range of the data. Decide on what axes should be labelled as. Establish that a line graph will be most appropriate for this. **Outcome:** Produce line graphs on a given format and analyse, answering	**LO: to be able to understand the key changes that take place during puberty** Start with a brief discussion about puberty, highlighting that it is a natural process that everyone goes through. Explain that puberty involves physical, emotional, and social changes.	**No lesson**	**No lesson**

	Scientists can use patterns in their results to make predictions for further investigations. The gestation periods of different animals can be found out by observing them or by carrying out research. **Outcome:** Completed sheet with cloze procedure paragraph and tables to complete.	with other animals. <u>Answer:</u> What surprised you about the stages of development? What do you think is the most important stage and why? How do our bodies and abilities change as we grow older?	improved nutrition and health. We can find out about changes in height by measuring humans of different ages. **Outcome:** Groups of children are assigned to gather data. They will each measure a measure 3 children in a given age group. Data will be collated in class and line graphs will be produced next week	given and own questions.	Know adolescence is the stage of growth and development between childhood and adulthood Puberty is when a child's body begins to develop and change as they become an adult and are able to reproduce Puberty usually happens between ages 10 and 14 for girls, and ages 12 and 16 for boys Signs of puberty for girls include changing body shape, additional body hair and starting periods Signs of puberty for boys include changing body shape, additional body hair and a deeper voice Children work in groups and circulate around information stations to gather information about each of the 3 aspects of puberty. They add information and pictures at each station. Big sheets divided into thirds.		

					<u>Outcome</u> Group posters for each aspect of puberty completed and copied for books. Each child will add one thing they learned about puberty that they didn't know before. Assess sheets		
Art &design	<u>L.O.: To learn techniques of mono-printing</u> Outcome: Children produce mono-print (Ink on tray, scrape away design, paper on top)	<u>L.O.: To consolidate techniques of mono-printing</u> Outcome: Children produce mono-print with rainforest theme	<u>L.O.: To learn techniques of block-print</u> Outcome: Children produce block-print (Cardboard shapes to make block)	<u>L.O.: To consolidate techniques of block-print</u> Outcome: Children produce block-print with rainforest theme	<u>L.O.: To learn techniques of lino-print</u> Outcome: Children produce lino-print	<u>L.O.: To consolidate techniques of lino-printing</u> Outcome: Children produce lino-print with rainforest theme	
Computing **4.5 Programming A** **Selection and variables: Scratch** **5.5 Programming B**	**<u>4.5</u>** **<u>L.O. To know how to run pieces of code at the same time</u>** Unplugged activity to revise **Selection**	**<u>4.5</u>** **<u>L.O. To explore a program and identify errors.</u>** https://scratch.mit.edu/projects/278692711	**<u>5.5 begins</u>** **<u>L.O. To be able to apply learned concepts and knowledge to create a game.</u>** **<u>(Plan)</u>**	**<u>L.O. To use concepts and knowledge in plans to create a maze game (Create)</u>** Recap and modelling of	**<u>L.O.: To write simple algorithms for a function machine that use more than one operator (+ - / x) using a flow diagram</u>**	**<u>L.O.: To know what a variable is and how it can be used by computer.</u>** **Outcome:** Children use the songs "5 Little	**<u>L.O.: To use and create variables in a simple Scratch program</u>** **Outcomes:** Children spot the variable in an existing program and manipulate.

Simulating Physical Systems: Scratch **CONCEPTS**: Input, repetition, selection, variable **Vocabulary:** Algorithm Program Sequence Evaluation Repetition Infinite loop Input Variable Selection Sensing Co-ordinate Flow	using terms **if** and **else** https://drive.google.com/file/d/1RnSSCgSPhP_7rAFZnflOydmKv0tKHW4S/view Together – Bouncing penguin build project https://scratch.mit.edu/projects/722251398/editor -Add speech to it with **If then say** A-dd a **new event** -Use **sensing blocks** **-Put code together** **https://scratch.mit.edu/projects/89117513 explore https://scratch.mit.edu/projects/284591525 order https://scratch.mit.edu/projects/284590436/ debug**	Crab crawl debug Work out corrections needed. **Outcome:** Unplugged maze activity to learn how a maze algorithm might work. *Know that this work is building towards them making their own maze game.*	**Complete the maze worksheet** https://drive.google.com/file/d/1UqMxpSbrvY-eL1itttBIfPojY3VoWvsv/view order backdrop decompose sections **Outcome:** Complete the planning sheet for a maze game in 2s.	necessary components. Revisit the coordinates knowledge needed for the moving and placing of sprites. **Outcome:** Make, complete and evaluate mazes **L.O. To add a variable to enrich a simple game.** Use a variable to add a score. https://scratch.mit.edu/projects/722510425/ **Outcome:** Showcase of completed mazes.	**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.)	Monkeys" or similar to demonstrate variables (see help sheet in Resources). 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.	Pupils create a variable in Scratch and combine with selection and the Ask block to create a quiz.

	Outcome: **Order** and **debug** Bouncing Penguin program						
Design & technology	Children to bring in cereal boxes		DT Project - Cam Toys L.O: To research the features of a cam toy Outcome: Look at examples of manufactured cam toys	DT Project Day- Cam Toys L.O: To create a cam toy. Outcome: Cam toy linked to rainforest theme			
Geography	South America LO: to be able to identify the layers and features of a rainforest biome Outcome: to label their own rainforest diagram	**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	22: Possessive adjectives Revise words for family members.		24: Clothes Learn words for clothing.		25: Clothes and colours		28: Revision

	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.		Revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family.
PE (Outdoor) **CRICKET**	<u>Cool Catcher</u> **Physical focus** **Co-ordination:** To improve skills of catching on the move **Life Skill focus** **Resilience:** To remain motivated to achieve success **Keys to Success** Get your hands in a position ready to catch the ball Move your feet quickly to create a balanced position to catch from	<u>Super Striker</u> **Physical focus** **Control:** To develop control and direction when batting **Life Skill focus** **Collaboration:** To recognise and apply strategies and tactics when playing cricket **Keys to Success** Direct the ball using the full face of the bat Develop and maintain a balanced position to strike from	**Sports Day**	<u>Brilliant Bowler</u> **Physical focus** **Control:** To improve accuracy in overarm bowling **Life Skill focus** **Collaboration:** To become a supportive member of a team **Keys to Success** Create a side on position to bowl from Follow through towards target after releasing the ball	<u>Ferocious Fielder</u> **Physical focus** **Power:** Use a variety of effective throwing techniques to return the ball to a bowler **Life Skill focus** **Confidence:** To recognise how taking control of your own performance can increase confidence **Keys to Success** Create a wide, powerful side-on position to throw from Use non-throwing arm	<u>Skilful Scorer</u> **Physical focus** **Technique:** Analyse areas of strength **Life Skill focus** **Creativity:** Design a variety of activities to improve a specific skill **Keys to Success** Select appropriate shots based on the field set Play to your strengths	<u>Big Game</u>

					to point towards the target		
PE	**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. Learn to sustain pace over	**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.	Sports Day	**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

	longer distances.						
RE	L.O.: To look at how rules, celebrations and expectations of Judaism have a positive impact on their lives Outcome: To produce a collaborative poster using post-it notes and photos showing positive impact of Judaism	L.O: To celebrate Eid al-Adha Outcome: Craft activity linked to Eid	L.O.: To look at how rules, celebrations and expectations of Buddhism have a positive impact on their lives Outcome: To produce a poster showing positive impact of Buddhism	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 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	M3) Why do we argue? L.O.: To Practise strategies for resolving conflict with peers Outcome: Children will learn strategies to separate	M4) Who am I? L.O.: To learn to express our sense of identity Outcome: Children complete self-identity exercise – how do we define ourselves			**Growing** G1) How will my body change as I get older? **(*Taught through science)***		

	emotion and reason						
Music	Music Service – Ukulele	Music Service – Ukulele	Music Service – Ukulele	Music Service – Ukulele	Music Service – Ukulele		