Summer 1   Medium Term Plan 2024 Year Group 5

Subject	Week 1	Week 2 THORNBRIDGE	Week 3	Week 4 4 days	Week 5	Week 6
English Writing	**Poetry – Rainforest Personification** LO: to use a range of adjectives and adverbs to describe a setting Outcome: Children complete senses sheet including range of descriptive language about the rainforest LO: to be able to understand and identify personification Outcome: to share different poems using personification LO: to be able to write a poem using personification (x2) Outcome: to write a poem including personifications based on the rainforest.	**Recount: Trip** LO: to identify the features of a recount Outcome: Pupils highlight key features of recount on example text LO: to sequence events in chronological order Outcome: children discuss visit and sequence events verbally in chronological order.	**Recount: Trip** L.O.: to plan a recount in chronological order Outcome: Complete planning sheet about residential L.O.: to write a recount using correct past tense verbs Outcome: Write about the first day of residential L.O.: to continue write a recount using time adverbials Outcome: Write about the second & third day of residential L.O.: To edit and improve writing Outcome: use Y5 checklist to blue pen work	Discussion – Rainforest Deforestation LO: to know key subject specific vocabularyx2 Outcome: to read extracts and videos relating to deforestation and the rainforest. LO: to identify the features of a balanced argument. Outcome: to share and annotate a discussion text	Discussion – Rainforest Deforestation LO: to structure a balanced discussion. Outcome: to plan a discussion text LO: to present opinions that make a balanced argument. Outcome: to hold a class debate regarding deforestation. L.O.: To write a balanced discussion using modal verbsx2 L.O.: To use apostrophes for possession Outcome: to write a discussion text including modal	Discussion – Rainforest Deforestation L.O.: To edit and improve writing Outcome: use Y5 checklist to blue pen work L.O.: To present writing using consistent and joined script Outcome. Write up work for display (Link to art – decorate with Rousseau style leaves) BIG WRITE L.O.: To plan a discussion "Should Y6 go on a residential?" Outcome: Plan discussion listing points for and against

					verbs and apostrophes	L.O: To write a discussion text – Should Y6 go on a residential trip?
SPAG	Word Classes all	Word Classes all	Past tense - progressive was ing Simple ed / irreg Perfect had	Apostrophe for possession	Relative clause	Commas to clarify
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
Reading	**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.
Reading (Jo H in EB) Each week: Link to weekly spellings Analyse and edit sentence/words. Thesaurus and dictionary use and word learning techniques	**My Mind Poem by Ros Asquith** Reading aloud Retrieval Making inferences Writer choices	**Reading for pleasure** Independent reading. Discuss book selection and preferences.	**'A Boy called M.O.U.S.E' (extract) by Penny Dolan** Reading aloud Retrieval Making inferences	**'A Boy called M.O.U.S.E' (extract) by Penny Dolan** Purpose of summarising Techniques – short exercises	**'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:**

		How to broaden choice range.	Writer choices	**Outcome:** Write a summary of this section of the story. Read aloud and compare.		Write a summary of this section of this story. Read aloud and compare.
Maths	**Unit 9: Decimals and percentages** (15 lessons) Lesson 1 to read and write decimal numbers (up to two decimal places) (p84) Lesson 2 to read and write decimal numbers (up to two decimal places) greater than 1. (p87) Lesson 3 to read and write simple decimal numbers as fractions (p90) Lesson 4 to read and write more complex decimal numbers (p93)	Lesson 5 to convert between fractions and decimals (p96) Lesson 6 introduction to thousandths (p99)	Lesson 7 To develop an understanding of thousandths as fractions (p102) Lesson 8 To write numbers with 3 decimal places (p105) Lesson 9 to compare decimals (p108) Lesson 10 to order and compare decimal numbers with up to 3 decimal places (p111)	Lesson 11 To round decimals to the nearest whole number and to one decimal place (p114) Lesson 12 To round to one decimal place, or to the nearest tenth (p117) Lesson 13 to understand percentages represented in a range of different diagrams (p120)	Lesson 14 to write percentages as a fraction with a denominator of 100, and as a decimal (p123) Lesson 15 To l convert between fractions, decimals and percentages (p126) **Unit 13: Geometry - position and direction** (6 lessons) Lesson 1 To l use coordinates to accurately read and plot points in the first quadrant (p65) Lesson 2 To solve problems by finding the	Lesson 3 to translate simple 2D shapes on grid (p71) Lesson 4 To use coordinates to find translations (p74) Lesson 5 to reflect simple 2D shapes in vertical and horizontal lines (p77) Lesson 6 To find the coordinates of a reflected point on a grid (p80)

						missing vertices of 2D shapes drawn on a grid (p68)	

Calculation 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 **Living things and their habitats** *Science skills coverage this half term*	**AMc** Sheffield University student workshop (Engineers without Borders project) on water filtration **EB** c/o due to workshop last term: **L.O. To know what we mean by the universe and know what it is made from** Galaxy Milky Way Big Bang Theory **Science week** question: Consider:	New concept map and cover sheet *LO: to be able to identify different parts of a plant* *Recap from Y3 Label plant diagram together.* *LO: to be able to describe the life cycle of a plant* *Recap quiz Groups describe each stage – produce a class demo.* **Outcome:** Create lifecycle diagram of plants. In Discover: Plant and track sunflower growth. Ongoing.	*LO: to be able to understand and compare different ways plants reproduce and their adaptations.* Understand how asexual reproduction works in some plants and compare with sexual reproduction in others. From images, (and samples?) decide whether plants might reproduce sexually or asexually, giving reasons. **Outcome:** List advantages and disadvantages of each type of reproduction.	*LO: to be able to identify the life cycle of birds* *LO: to be able to understand the purpose of migration* **Outcome:** Label life cycle of a bird. Use a map to track and log the migration of certain bird species. *Explain why it's important to take repeated measurements.* **L.O. To understand the significance of the work/lives of naturalists**	*LO: to be able to identify the features of a mammal.* *LO: to be able to describe the life cycle of a mammal.* Describe the exceptions – duck billed platypus. **Outcome:** Make a poster documenting and comparing the features of the life cycles of 2 mammals. *Labelled scientific diagrams.*	*LO: to be able to identify the features and life cycle of an insect.* *LO: to be able to identify the features and life cycle of an amphibian.* **Outcome:** Sorting activity – similarities/differences of amphibians and insects. **L.O. To understand the significance of the work/lives of animal behaviourists** Goodall

	'What if there were two suns?' https://explorify.uk/en/activities/what-if/there-were-two-suns **Outcome** Discussion on the possible impact of 2 suns – supported by group 'bullseye' mats to consider the severity of consequences – positive/negative. *Present findings in an oral presentation with an introduction, conclusion and results.* <mark>Add to concept map and do cover sheet</mark>	*Labelled scientific diagrams.*	Give examples of local plants and a contrasting location. In Discover: Experiment with growing plants from different parts of the parent plant: seeds, stem, root cuttings, tuber, bulb	David Attenborough Know some of his work. Understand the impact. Learn about jobs associated with this field and subjects to study. *Explain how other experiments that have been concluded to support or disprove ideas.*	Review plant growth now and after the holidays. *Take accurate measurements using a variety of different scientific equipment.* *Present findings in an oral presentation with an introduction, conclusion and results.*	Know some of her work. Understand the impact. Learn about jobs associated with this field and subjects to study. *Explain how other experiments that have been concluded to support or disprove ideas.*
Art &design	**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 explore the work of Henri Rousseau **Outcome:** To look at and comment on a variety of pictures.	**L.O.:** To use different shades of paint **Outcome:** To produce a jungle backdrop in the style of Rousseau		
Computing 4.5 Programming A Selection and variables: Scratch Recognise that we use selection to change what happens in a program,	**L.O. To recall, explain and demonstrate explain previous programming knowledge.**	**L.O. To know how to run pieces of code at the same time** Unplugged activity to revise **Selection**	**L.O. To explore a program and identify errors.** https://scratch.mit.edu/projects/278692711	**L.O. To be able to apply learned concepts and knowledge to create a game. (Plan)**	**L.O. To use concepts and knowledge in plans to create a maze game (Create)**	**L.O. To add a variable to enrich a simple game.** Use a variable to add a score.

depending on whether a condition is met; design and create programs using selection and infinite loops; recognise and use simple variables to keep score. **CONCEPTS:** Input, repetition, selection, variable **Vocabulary:** Algorithm Program Sequence Evaluation Repetition Infinite loop Input Variable Selection Sensing Co-ordinate Flow	Revise key concepts and knowledge of Scratch previously learned. Understand program **flow** https://scratch.mit.edu/projects/566394991 Explore the Dinosaur and donut program and say which of **Sequence, selection, repetition** are used. Examine the code And meet the new sensing and colour effect blocks. **Outcome:** Explore and **modify** the project link.	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 **Outcome:** **Order** and **debug** Bouncing Penguin program	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-eL1itttBlfPojY3VoWvsv/view order backdrop decompose sections **Outcome:** Complete the planning sheet for a maze game in 2s.	Recap and modelling of necessary components. Revisit the coordinates knowledge needed for the moving and placing of sprites. **Outcome:** Make, complete and evaluate mazes	https://scratch.mit.edu/projects/722510425/ **Outcome:** Showcase of completed mazes.
Design & technology					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	World Countries *LO: to be able to identify significant countries from all continents and their climates.* Outcome: to identify previously taught countries and countries of relevance to our children on a world map and research their climates.		Biomes / Vegetation *LO: to be able to identify and compare the features and locations of different biomes/vegetation* Outcome: to list features of each biome and mark on a world map.	South America *LO: to be able to identify and compare the physical and human characteristics of Brazil* Outcome: to label rivers, forests, mountains and major cities on a map of Brazil.	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 and understand the importance of biodiversity in rainforest biomes* Outcome: to research an endangered animal and create a fact file.
History						
MFL	Lesson 20: Little Red Riding Hood Enjoy a traditional story. Be able to memorise part of a story and recite a tongue twister in French.		Lesson 21 Learn words for family members. Start to recognise different words for 'my' in French. Be able to ask and answer the question *Tu as des frères ou des sœurs?*		Lesson 22 Revise words for family members. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'.	
PE	**Team Building** LO: to work together as a team Outcome: Children complete Problem Solving activities similar to those at Thornbridge in	**Thornbridge** **Outdoor and Adventure trip**	Dance LO: to learn a 1940s jive style dance *External Teacher* Outcome: Children learn steps and put together as a dance with a	Dance LO: to learn a 1940s jive style dance *External Teacher* Outcome: Children learn steps and put together as a dance with a	Dance LO: to learn a 1940s jive style dance *External Teacher* Outcome: Children learn steps and put together as a dance with a	Dance LO: to perform a 1940s jive style dance Outcome: Children perform dance to peers. Staff select

			professional dance coach	professional dance coach	professional dance coach	pupils to perform in 150th celebration
PE (outdoor) **Outdoor and adventure** **Cricket**	**Easy Orienteering / Outdoor Challenge Cards** **L.O. To understand the principles of orienteering** Learn the instructions/ activity types. Practise using the methods. Create simple instructions/ activitiesfor others to follow. **Outcome:** Simple activities generated and trialled for others	**Hoop Challenge** **L.O. To work as a team to solve a problem.** Improve on personal best times. Holding hands, get all your team through a hoop **Outcome:** Completed activity in a group's shortest time. Show most efficient solution if needed.	**L.O. To perform catching skills with accuracy, confidence and control.** **Outcome:** Children can catch a ball thrown by a team-mate	**L.O.:To use the bat to defend the wicket safely.** **Outcome:** Children use the bat in a controlled manner.	**L.O.To use the bat to defend the wicket and to make runs.** **Outcome:** Children use the bat to strike the ball forcibly.	**L.O. To explore different bowling techniques.** **Outcome:** Children bowl in a variety of styles. TBC next half term

RE	L.O.: To look at how rules, celebrations and expectations of Islam have a positive impact on their lives Outcome: To produce a poster showing positive impact of Islam		L.O.: To look at how rules, celebrations and expectations of Christianity have a positive impact on their lives Outcome: To write statements on cards for display showing positive impact of Christianity	L.O.: To look at how rules, celebrations and expectations of Hinduism have a positive impact on their lives Outcome: To create a leaflet showing positive impact of Hinduism	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 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
RSHE	L.O: To set targets for Thornbridge residential Outcome: To consider smart targets and discuss challenges		L.O.: To reflect on own targets Outcome: To discuss and celebrate targets and challenges	M3) Why do we argue? **L.O.:** To understand why it is better to demonstrate self-control and restraint in emotional situations **Outcome:** Children read story and discuss points raised	M3) Why do we argue? L.O.: To Practise strategies for resolving conflict with peers Outcome: Children will learn strategies to separate emotion and reason	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
Music	Sheffield Music Service – Ukulele Lessons	Sheffield Music Service – Ukulele Lessons	Sheffield Music Service – Ukulele Lessons	Sheffield Music Service – Ukulele Lessons	Sheffield Music Service – Ukulele Lessons	Sheffield Music Service – Ukulele Lessons