Year 5 medium term planning

Summer 2 – Topic – Blue Planet

	1	2	3	4	5	6	7	8
English	Discussion Text Texts-Should Plastic be Banned? Diagnostic write and feature analysis	Discussion Text Texts-Should Plastic be Banned? Specific text features Using grammar elements in context: Relative clauses, parenthesis, conjunctive adverbs	Discussion Text Texts-Should Plastic be Banned? Planning Writing Edit and improve	Narrative-Setting Description-Stormy Seas Diagnostic write and feature analysis	Narrative-Setting Description-Stormy Seas Specific text features Using grammar elements in context: Adverbial phrases for time and place, expanded noun phrases, figurative language.	Narrative-Setting Description-Stormy Seas Planning Writing Edit and improve	Narrative-Setting Description-Stormy Seas Plot Weave- story opening	
Spelling focus	Year 5/6 Spellings signature sincerely persuade immediately committee apparent parliament correspond programme Government Recommend secretary	RWI Y5-Unit 9-Words ending in –ant, -ance and -ancy distant distance assistant assistance tolerant tolerance intolerance defiant defiance elegant elegance	RWI Y5-Unit 9-Words ending in –ant, -ance and -ancy relevant Relevance assistant assistance reliant reliance observant observance vacancy hesitancy pregnancy	Year 5/6 Spellings aggressive lightning determined determination yacht interrupted disastrous hindrance accompany Leisure recommend Physical	RWI Y5-Unit 12-Words ending shul spelt –cial or -tial official officially special specially social socially partial partially essential essentially	RWI Y5-Unit 12-Words ending shul spelt –cial or -tial influential influentially presidential confidential confidentially artificial artificially financial financially torrential	Year 5/6 Spellings available bargain cemetery controversy convenience definite dictionary embarrass forty Interfere neighbour nuisance	
SPAG FOCUS	Relative clauses	Conjunctive adverbs	Parenthesis	Fronted adverbials	Ing clauses	Using commas to avoid ambiguity.	Sentence Detective	
Reading focus	Modern Fiction-Michael Morpurgo	Modern Fiction-Michael Morpurgo	Modern Fiction-Michael Morpurgo	Modern Fiction-Michael Morpurgo	Modern Fiction-Michael Morpurgo	Modern Fiction-Michael Morpurgo	Modern Fiction-Michael Morpurgo	
Maths	**Mental Multiplication and Division**: factors and multiples, factor pairs; equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators	**Written Multiplication and Division**: Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers	**Area, Perimeter and Volume**: Area and perimeter of squares and rectangles; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; find the volume of a cube or cuboid by counting cubes	**Fractions, Decimals and Percentages:** percentages, relating them to hundredths; key equivalences between percentages and fractions, percentages of amounts of money; equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents	**Revision**: Number and Place value- cubes of numbers to 10; multiplying and dividing whole numbers and decimals by 10, 100 and 1000	**Revision**: Statistics and Measurement-draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes;	**Revision**: Problem solving- solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure	

Science- Animals and Humans	**Growing up and growing old.** Human Life **From baby to old age:** Growing up – Create a timeline from birth to now.	**Growing up and growing old.** **Development in the womb** How does a baby develop	**Growing up and growing old.** **Puberty** Growing up – How do we change	**Growing up and growing old.** **Puberty** Growing up - When can we do certain things	**Growing up and growing old.** **Puberty** Being a teenager Discuss difference, similarities or both	**Growing up and growing old.** Seniors Growing old: How old is old How does it feel to get old	**Growing up and growing old.** Seniors What do older people think about getting old To carry out a survey Live forever PMI – living longer	
Geography	Global Learning Life Below Water An introduction to plastics- history and uses.	Global Learning Life Below Water Plastic pollution- effects on our planet.	Global Learning Life Below Water Plastic pollution in the sea.	Global Learning Life Below Water Plastic Pollution-what we can do- Reduce-Reuse-Recycle	Global Learning Life Below Water Plastic Pollution-what we can do- Posters	Global Learning Life Below Water Plastic Pollution-what we can do- Persuasive letter- stop single use plastic.		
Art	Creatures of the Ocean Research ocean creatures and plants to be used in unit using the internet. Save and print chosen images.	Creatures of the Ocean Sketch ocean creatures and plants using a choice of mediums.	Creatures of the Ocean Collage- selecting materials and creating a background for a mixed media ocean collage.	Creatures of the Ocean Collage- adding creatures and plants to the collage.	Creatures of the Ocean Clay-design Ocean creature tile.	Creatures of the Ocean Clay-make Ocean creature tile.	Creatures of the Ocean Clay- painting and finishing ocean creature tile.	
Computing	**Coding** Crash Course-Using Repeat/ If/Else statements	**Coding** Crash Course-Number Variables Friction and Functions.	**Coding** Crash Course-Objects, Actions and Events Coding Efficiently	**Coding** Crash Course-Design and Make a Game with a Score	Game Design Review and analyse a computer game. Design own game.	Game Design Design game environment and characters.	Game Design Make and evaluate game.	
Music	**End of Year Performance-Aladdin** Learning the songs including singing in parts.	**End of Year Performance-Aladdin** Learning the songs including singing in parts.	**End of Year Performance-Aladdin** Learning the songs-Adding percussion.	**End of Year Performance-Aladdin** Learning the songs-Adding percussion.	**End of Year Performance-Aladdin** Rehearsal	**End of Year Performance-Aladdin** Rehearsal	**End of Year Performance-Aladdin** Performance	
PSHE	**Changing Me** Self and Body Image	**Changing Me** Puberty for Girls	**Changing Me** Puberty for Boys	**Changing Me** Conception	**Changing Me** Looking Ahead 1-Becomung a teenager	**Changing Me** Looking Ahead 2-My New Class		
RE	Pilgrimage-Why do people travel to sacred places? Christian pilgrimage-Lourdes	Pilgrimage-Why do people travel to sacred places? Judaism pilgrimage-Jerusalem	Pilgrimage-Why do people travel to sacred places? Islam pilgrimage-Mecca	Pilgrimage-Why do people travel to sacred places? Buddhist pilgrimage	Pilgrimage-Why do people travel to sacred places? Hindu pilgrimage-The River Ganges			
PE	Athletics-Running for Speed To develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.	Athletics-Sprinting-Evaluating my performance Consolidate pupils' knowledge, understanding and ability to sprint effectively.	Athletics-Sprinting-My Personal Best Consolidate pupils' knowledge, understanding and ability to sprint setting their own personal best.	Athletics-Sprinting-Relay Changeovers The focus of the learning is to consolidate running as part of a team.	Athletics-Throwing for Distance The focus of the learning is to develop pupils' understanding of throwing for distance.	Athletics-Hurdles The focus of the learning is to explore and develop an understanding of how to hurdle safely, applying the correct technique.	Athletics-Jumping The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.	