

MEDIUM TERM PLANNING Summer 1
Marsh Green Primary School



Year 5	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 Theme Park Theft	Reading: • apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • give greater attention to new vocabulary – both a word's meaning(s) and its correct pronunciation • maintain positive attitudes to reading and understanding of what they read • discuss and evaluate authors' use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • apply the skills of information retrieval, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information (for example, reading information leaflets before a gallery or museum visit) • provide reasoned justifications for their views Writing: • write: • an engaging information leaflet: using inference to develop understanding (of character) exploring more sophisticated features of non-chronological reports: labels, maps with keys • a clear set of instructions: using headings, sub-headings and numbers to sequence ideas • a formal letter of persuasion: using more sophisticated persuasive features: countering objections with answers, flattery • plan, draft, evaluate and edit writing • proof-read for spelling and punctuation errors • use correlative conjunctions: either... or, both... • use subject-verb agreement and correct verb tenses • use modal verbs (can, might, should, will, must) to indicate degrees of possibility • use adverbials (including fronted adverbials) to structure an argument and provide cohesion (however, furthermore, nevertheless, in contrast, on the other hand) • ensuring subject-verb agreement and correct verb tenses using brackets, dashes and commas for parenthesis • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters (for example, knight, psalm, solemn) • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus to identify synonyms and antonyms for words • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Revisit: • understanding and using features of non-chronological reports: paragraphs, headings, subheadings, bullet points, bold text • using onomatopoeia, similes and metaphors to create vivid descriptions. -Using imperative verbs, adverbs and adjectives to create more detailed instructions • using fronted adverbials to structure writing					

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	- linking and relating events across time and linking ideas across paragraphs using adverbs/adverbials of time - using comparatives, superlatives, personal pronouns and dare-to-disagree statements to persuade - using personal and possessive pronouns to link within and between sentences and avoid repetition (noun-pronoun agreement)					
Maths Fractions including Decimals and Percentages Properties of Shapes	Children will learn to: - solve problems involving numbers up to three decimal places - read, write, order and compare numbers with up to three decimal places - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and 1/2 a turn (total 180°), angles which are other multiples of 90° - know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees (°) - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles - identify 3D shapes, including cubes and other cuboids, from 2D representations					
Science Forces in Action	To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Children will learn to: - explain why objects fall towards the centre of the Earth - understand the causal link between the mass of an object and the amount of force with which gravity acts on it Children will learn to work scientifically by: - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments	To identify the effects of friction acting between moving surfaces Children will learn to: - accurately define friction - identify that friction can be useful, giving examples to show this - carry out an investigation, making sure that it is a fair test Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments	To identify and explain the effects of air resistance Children will learn to: - recognise that air resistance is a force that slows objects moving through the air - investigate air resistance through planning, carrying out and assessing experiments - draw conclusions from their investigations Children will learn to work scientifically by: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments			
Computing Programming	To control a simple circuit connected to a computer Children will learn to:	To write a program that includes count-controlled loops Children will learn to:	To explain that a loop can stop when a condition is met, eg number of times Children will learn to:	To conclude that a loop can be used to repeatedly check whether a condition has been met	To design a physical project that includes selection Children will learn to:	To create a controllable system that includes selection Children will learn to:

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– Selection in Physical Computing	- build a simple circuit to connect a microcontroller to a computer - program a microcontroller to light an LED - explain why they used an infinite loop	- connect more than one output device to a microcontroller - design sequences for given output devices - decide which output devices they control with a count-controlled loop	- explain that a condition is something that can be either true or false - experiment with a 'do until' loop - program a microcontroller to respond to an input	Children will learn to: - explain that a condition being met can start an action - identify a condition and an action in their projects - use selection (an 'if... then...' statement) to direct the flow of a program	- identify a condition to start an action (real world) - describe what their projects will do (the task) - create a detailed drawing of their projects	- write an algorithm to control lights and a motor - use selection to produce an intended outcome - test and debug their projects
History Ancient Greece	To begin to find out who the ancient Greeks were and place their civilisation in time Children will learn to: - understand the terms 'BC' and 'AD' - name, and place in chronological order, the main time periods of ancient Greece - convey an understanding of some of the main events from each time period they have looked at	To understand the different types of government in ancient Greece Children will learn to: - explain the differences between a democracy, oligarchy and a monarchy in ancient Greece - identify some of the advantages and disadvantages of democracies and monarchies? - explain their own opinions of which type of government they think is best and why, using examples from Ancient Greece	To compare and contrast the two city-states of Athens and Sparta Children will learn to: - identify some similarities between the two city-states of Athens and Sparta - identify some differences between the two city-states of Athens and Sparta - explain their own views and opinions of the two city-states, using examples	To use sources to find out about daily life in ancient Greece Children will learn to: - understand the difference between primary and secondary sources - use given sources to locate specific information - convey an understanding of what daily life in ancient Greece was like	To explore religion in ancient Greece Children will learn to: - explain why ancient Greece had a polytheistic religion - explain the importance of religion in the everyday life of ancient Greeks - use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses	To explore the ancient Greek scholars and philosophers and to identify how modern-day life has been influenced by the ancient Greeks Children will learn to: - explain the terms 'scholar' and 'philosopher' - discuss some of the main ideas and beliefs of six philosophers/scholars - convey an understanding of the ideas and beliefs of these philosophers/scholars - identify some ancient Greek ideas or developments that still influence us today - use given sources to identify how modern-day life has been influenced by the ancient Greeks - express and explain their own views and opinions about the influence of ancient Greece on modern-day life, using examples
Art Sculpting Vases	To explore historical vase designs Children will learn to: - describe what a container is - identify different features of a vase's design - sketch designs of vases to build up a portfolio of ideas	To find out about vase designers and to design our own vases Children will learn to: - describe and assess vases made by designers - gather ideas for use in their own work	To develop control of tools and techniques Children will learn to: - use appropriate techniques in their work - develop their control of tools and techniques	To make a clay vase Children will learn to: - follow a design to create a vase - use tools and techniques appropriately - identify ways they could improve their work	To decorate vases Children will learn to: - evaluate and adjust their designs - make appropriate choices when decorating their vases	To evaluate a finished product Children will learn to: - evaluate their own work fairly - evaluate the work of others - suggest ways in which they could improve their vases, if

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		incorporate design ideas or themes into their own designs	work with control and accuracy		understand how to create different effects, using materials	they were to make them again
RE Big Question: How Do Beliefs Influence Actions?	What do different religions believe about God? Children will learn to: - convey where they think God is and what they think about God - explore what atheists believe about God - identify what Muslims believe about God - identify what Hindus believe about God - identify what Sikhs believe about God - identify what Christians believe about God - explore how people might represent God					
PSHE Body Image	Children will learn to: - understand the importance of self-respect and how this links to their own happiness - understand the risks associated with an inactive lifestyle, and what constitutes a healthy diet	Children will learn to: - understand the importance of self-respect and how this links to their own happiness - know that body image has changed throughout the ages and can be influenced by society	Children will learn to: - understand the importance of self-respect and how this links to their own happiness - know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health - understand the risks associated with an inactive lifestyle (including obesity) - know what constitutes a healthy diet (including understanding calories and other nutritional content)	Children will learn to: - understand the importance of self-respect and how this links to their own happiness. - To know how to be a discerning consumer of information online and in print, including understanding that information, such as that from search engines, is ranked, selected and targeted - identify text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	Children will learn to: understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	
Music Dancing in the Street	Children will learn to: - find and keep an internal pulse - copy back rhythms and pitches - when listening to a song, comment on tempo, dynamics and texture - identify the instruments and voices used in a Motown song: female voice and female backing vocals, keyboard, drums, bass	Children will learn to: - respond rhythmically and melodically through question and answer activities - sing in two parts with an awareness of other performers - follow the directions of a musical leader and sing a Motown song from memory - identify the structure of a Motown song	Children will learn to: - play a 1 or 2 note instrumental part accurately and in time, both by ear and from notation (F or F + G) - improvise using instruments within the context of a song (1 or 2 given notes: D or D + E) - know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work	Children will learn to: - compose a melody using simple rhythms (based around 3 given notes: C + D + E) - know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting - identify the structure of a Motown song	Children will learn to: - contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions - know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting - discuss music using musical terms	Children will learn to: - contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions - know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting - appraise a performance, discussing what went well

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	- guitar (rhythm section), brass section (trumpet, trombone and sax). - identify some of the style indicators of Motown - discuss music using musical terms	- identify the instruments and voices used in a Motown song: female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). - identify some of the style indicators of Motown - discuss music using musical terms	together to make music sound interesting - identify the structure of a Motown song - identify the instruments and voices used in a Motown song: female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). - identify some of the style indicators of Motown - discuss music using musical terms	- identify the instruments and voices used in a Motown song: female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). - identify some of the style indicators of Motown - discuss music using musical terms		and how it could be improved discuss music using musical terms
Sports Athletics	Children will learn to: - understand and demonstrate the difference between sprinting and running for sustained periods - know and demonstrate a range of throwing techniques - throw with some accuracy and power into a target area - perform a range of jumps showing consistent technique and sometimes using a short run up - plan different roles in small groups - relate different types of activity to different heart rates and body temperatures, and use some of these activities for warming up - compare and contrast performances using appropriate language					
Gym Spinning and turning	Children will learn to: - create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed - choose actions, body shapes and balances from a wider range of themes and ideas - adapt their performance to the demands of a task, using their knowledge of composition - use basic set criteria to make simple judgements about performances and suggest ways they could be improved - link and perform multiple sequential elements - understand the need for warming up and working on body strength, tone and flexibility - lead small groups in warm up activities					
French Instruments de Musique (Musical Instruments)	Children will learn to: - extend the range of their language to give levels of like / dislike - check for the meaning of nouns using an online French dictionary - practise decoding by matching animals and instruments - ask and answer 'Do you know how to play...?' - recall the six verb endings for JOUER, a regular -ER verb - give reasons using 'parce que' and adjectives - practise dialogues, asking and answering questions about music and instruments					

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| | <ul style="list-style-type: none">• use language learnt for a new purpose• practise evaluating their own and others' performances and giving feedback |
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