

Year 5	Summer Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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 Position and Direction Measurement	Children will learn to: - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed - convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation , including scaling - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - solve problems involving converting between units of time - estimate volume (for example, using 1 cm3 blocks to build cuboids, including cubes) and capacity (for example, using water)					
Science Forces in Action	To identify and explain the effects of water resistance Children will learn to: - recognise that water resistance slows an object moving through water - plan and carry out an experiment, making sure it is a fair test - identify trends in results and draw conclusions 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 recognise that levers and pulleys allow a smaller force to have a greater effect Children will learn to: - recognise that that levers and pulleys allow a small force to have a greater effect - make and improve models that use pulleys or levers - explore the effects of changing parts of their model 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 - 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 recognise that gears allow a smaller force to have a greater effect Children will learn to: - recognise that the speed or amount of force transmitted is affected by changing the size of the gears in a transmission - make transmissions where two or more gears work together 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 - 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 – Selection in Quizzes	To explain how selection is used in computer programs Children will learn to: - recall how conditions are used in selection - identify conditions in a program	To relate that a conditional statement connects a condition to an outcome Children will learn to:	To explain how selection directs the flow of a program Children will learn to: explain that program flow can branch according to a condition	To design a program which uses selection Children will learn to: - outline a given task - use a design format to outline their projects	To create a program which uses selection Children will learn to: - implement their algorithms to create the first section of their programs - test their programs	To evaluate my program Children will learn to: - identify ways their programs could be improved - identify what setup codes their projects need - extend their programs further

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	modify a condition in a program	- use selection in an infinite loop to check a condition - identify the condition and outcomes in an if... then... else statement - create a program with different outcomes using selection	- design the flow of a program which contains if... then... else... - show that a condition can direct program flow in one of two ways	identify the outcome of user input in an algorithm	share their programs with others	
Geography Greece	To explore the physical geography of Greece Children will learn to: - use maps and atlases to locate Greece on a map - describe some of the physical features of Greece - use a variety of sources to find out information about Greece			To explore the population and culture of Greece today Children will learn to: - identify what the population of Greece is - ask questions about the culture of Greece - use a variety of sources to find out about Greek culture		
DT Bread	To investigate and evaluate bread products according to their characteristics Children will learn to: - name and identify the origin of a number of bread products - use appropriate vocabulary to describe bread products - compare and evaluate a variety of bread products	To explore how bread products are an important part of a balanced diet and can be eaten in different ways Children will learn to: - understand the contribution bread can make to a healthy diet - complete a survey accurately, using a recording sheet - evaluate their findings	To explore the different ingredients that are needed to make bread and how ingredients can be altered and mixed to create different effects Children will learn to: - accurately follow instructions - weigh and measure accurately - experiment with different ways of altering a basic bread mixture	To design a new bread product for a particular person or event. Children will learn to: - use the results of investigations, when developing design ideas - explain how they will make their product - explain what purpose they are designing and creating their product for	To make bread based on a plan and design Children will learn to: - apply what they have learned when making their product - follow a design accurately - work accurately, safely and hygienically	To evaluate a finished product Children will learn to: - evaluate a finished product fairly - describe how they could make further improvements to their product, if they were to make it again - evaluate what they have learned throughout the course of the bread unit
RE Big Question: How Do Beliefs Influence Actions?	How do Christians try to follow Jesus' example? Children will learn to: - explore who sets them an example and how they set an example for others to follow - identify what a Christian might learn from the stories about Jesus (selling possessions/overturning tables) - explore what Jesus taught about giving - recognise how Jesus set an example for others to follow - summarise Jesus' example of the right way to live - identify how the work of some organisations exemplifies Jesus' example					

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PSHE Puberty	Children will learn to: know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes		Children will learn to: - know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes - know about personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing		Children will learn to: - know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes - know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact		Children will learn to: - know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes - know about menstrual wellbeing, including the key facts about the menstrual cycle		Children will learn to: know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes	
Music Reflect, Rewind and Replay	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand a piece of music in its historical context and be able to place it in its correct	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand a piece of music in its historical context and be able to place it in its correct	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand a piece of music in its historical context and be able to place it in its correct	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand a piece of music in its historical context and be able to place it in its correct	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand a piece of music in its historical context and be able to place it in its correct	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand a piece of music in its historical context and be able to place it in its correct	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (pulse, rhythm, pitch, tempo, dynamics, texture and structure) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand a piece of music in its historical context and be able to place it in its correct			

