

Long/ Medium term planning

Year 5

Term: Summer Term 1

Title: Keep Calm and Carry on Text: The Lion and the Unicorn/Once Film: Song: Trip: Evacuation Day – Tenterden Railway								
	Week 1	Week 2	Week 3	Week 4	Week 5		Total time	
English Genre	<p>Letter writing</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p><i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</i></p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and</p>	<p>Diary entry</p> <p>Plan his/her writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Use different verb forms mostly accurately with consideration for audience and purpose</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p><i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of</i></p>	<p>Newspaper Writing</p> <p>Plan his/her writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>4 Hours</p>	<p>Non-chronological report</p> <p>Plan his/her writing of narratives</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p><i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</i></p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>4 Hours</p>	<p>Non-fiction writing (fact file)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p><i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</i></p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>4 Hours</p>			

	clarify meaning (English Appendix 2) 4 Hours	pronouns in sentences, expanded noun phrases and fronted adverbials Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing 4 Hours				
English Grammar	Paragraphs cohesion Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly 30 Mins	Relative Clauses Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun – 30 Mins	Modal Verbs Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity 30 Mins	Degrees of possibility Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must 30 Mins	Linking Paragraphs Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before 30 Mins	
English Reading (DR/DSR) Read aloud and understand the meaning of new words that he/she meets linked to the expectations	Predicting – Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Clarifying – Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the	Summarising Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices	Questioning Understand what he/she reads by asking questions to improve his/her understanding of complex texts	Making Connections	

of year 5 spelling		meaning of words in context					
Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously							
English Spelling	Spelling Pattern – Words containing the ough sound Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough	Spelling Pattern -- adverbs of possibility Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	Challenge Words Spell some of the year 5 and 6 words correctly (English Appendix 1) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)	Homophons or near homophones	Homophons or near homophones		
Maths	Volume, area and perimeter Measure and calculate the perimeter of composite rectilinear	Volume, area and perimeter Measure and calculate the perimeter of composite rectilinear	Angles Begin to recognise where angles are greater than two right angles. Know the term straight	Angles Know angles are measured in degrees: estimate and compare acute,	Converting measurements (imperial to metric) Understand and use approximate		

	<p>shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water</p>	<p>shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water</p>	<p>angle referring to two right angles together</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Identify angles at a point and one whole turn (total 360°)</p> <p>Identify angles at a point on a straight line and 1/2 a turn (total 180°)</p> <p>Identify other multiples of 90°</p>	<p>obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Identify angles at a point and one whole turn (total 360°)</p> <p>Identify angles at a point on a straight line and 1/2 a turn (total 180°)</p> <p>Identify other multiples of 90°</p>	<p>equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p>		
Science - Forces	<p>Plan a scientific enquiry</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p>	<p>Carry out a scientific enquiry</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</p>	<p>Evaluate results</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter</p>	<p>Use results to plan a follow up experiment.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</p> <p>Take measurements. (Year 5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter</p>			

	<p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present 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 (Year 5 focus)</p>	<p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present 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 (Year 5 focus)</p>	<p>graphs, bar and line graphs (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present 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 (Year 5 focus)</p>	<p>graphs, bar and line graphs (Year 5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</p> <p>Report and present 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 (Year 5 focus)</p>			
ICT	Design instructions	Write constructions	Test construction	Evaluate and implement improved instruction			
History	<p>WW2 Timeline</p> <p>Use dates to order and place events on a timeline</p>	<p>Declaration of war and PM speech –</p> <p>Compare sources of information</p> <p>Give some reasons for some important historical events</p> <p>Provide an account of a historical event based on more than one source</p>	<p>Rationing –</p> <p>Make comparisons between aspects of periods of history and the present day</p>	<p>Holocaust – Vera’s Journey</p> <p>Give some reasons for some important historical events</p>	<p>Holocaust – Vera’s Journey</p> <p>Give some reasons for some important historical events</p>		
Geography			<p>Map out Allies and Axis of WW2</p> <p>Recognise the different shapes of countries</p> <p>Know about the wider context of places e.g. county, region and country</p>	<p>Plot the movement of the war</p> <p>Recognise the different shapes of countries</p> <p>Know about the wider context of places e.g. county, region and country</p>			

			<p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent</p> <p>Know about changes to world environments over time</p>	<p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent</p> <p>Compare human and physical features</p> <p>Understand how humans affect the environment over time</p>			
Art	<p>Blitz paintings</p> <p>Paint wash using reds/yellow and oranges</p> <p>Experiment with using layers and overlays to create new colours/textures</p>	<p>Blitz –</p> <p>Create a silhouette to glue onto the Paint Wash</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p>					
DT	Food groups	Nutrients	<p>Select and combine ingredients</p> <p>Cook/bake WW2 themed rationed food</p>	<p>Select and combine ingredients</p> <p>Cook/bake WW2 themed rationed food</p>	<p>Select and combine ingredients</p> <p>Cook/bake WW2 themed rationed food</p>		
RE	Buddhist worships and beliefs	Buddhist worships and beliefs	Buddhist worships and beliefs	Buddhist worships and beliefs	Buddhist worships and beliefs		
Music	<p>WW2 Themed songs</p> <p>Understanding the music from 1930's – 40's</p>	<p>WW2 Themed songs</p> <p>Understanding the power of music during WW2</p>	<p>WW2 Themed songs</p> <p>Learning key pieces from WW2 - We'll meet again</p>	<p>WW2 Themed songs</p> <p>Run Rabbit Run</p>			
PE	<p>Real PE – Health & fitness</p> <p>Nightingale - 6-0 sports Churchill- Swimming</p>	<p>Real PE – Health & fitness</p> <p>Nightingale - 6-0 sports Churchill- Swimming</p>	<p>Real PE – Health & fitness</p> <p>Nightingale - 6-0 sports</p>	<p>Real PE – Health & fitness</p> <p>Nightingale - 6-0 sports</p>	<p>Real PE – Health & fitness</p> <p>Nightingale - 6-0 sports Churchill - Swimming</p>		

	<p>Explain how individuals need different levels and types of fitness.</p> <p>Plan and follow fitness programmes.</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identifying possible dangers when planning an activity.</p> <p>Describe the basic fitness components and how often/how long exercise should be completed for.</p> <p>Record and monitor how hard we are working.</p> <p>FUNDAMENTAL SKILLS- static balance: stance Coordination: footwork</p> <p>GAMES- relays, beanbag raid, dodgeball, ladder tournaments.</p>	<p>Explain how individuals need different levels and types of fitness.</p> <p>Plan and follow fitness programmes.</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identifying possible dangers when planning an activity.</p> <p>Describe the basic fitness components and how often/how long exercise should be completed for.</p> <p>Record and monitor how hard we are working.</p> <p>FUNDAMENTAL SKILLS- static balance: stance Coordination: footwork</p> <p>GAMES- relays, beanbag raid, dodgeball, ladder tournaments.</p>	<p>Churchill - Swimming</p> <p>Explain how individuals need different levels and types of fitness.</p> <p>Plan and follow fitness programmes.</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identifying possible dangers when planning an activity.</p> <p>Describe the basic fitness components and how often/how long exercise should be completed for.</p> <p>Record and monitor how hard we are working.</p> <p>FUNDAMENTAL SKILLS- static balance: stance Coordination: footwork</p> <p>GAMES- relays, beanbag raid, dodgeball, ladder tournaments.</p>	<p>Churchill- Swimming</p> <p>Explain how individuals need different levels and types of fitness.</p> <p>Plan and follow fitness programmes.</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identifying possible dangers when planning an activity.</p> <p>Describe the basic fitness components and how often/how long exercise should be completed for.</p> <p>Record and monitor how hard we are working.</p> <p>FUNDAMENTAL SKILLS- static balance: stance Coordination: footwork</p> <p>GAMES- relays, beanbag raid, dodgeball, ladder tournaments.</p>	<p>Explain how individuals need different levels and types of fitness.</p> <p>Plan and follow fitness programmes.</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identifying possible dangers when planning an activity.</p> <p>Describe the basic fitness components and how often/how long exercise should be completed for.</p> <p>Record and monitor how hard we are working.</p> <p>FUNDAMENTAL SKILLS- static balance: stance Coordination: footwork</p> <p>GAMES- relays, beanbag raid, dodgeball, ladder tournaments.</p>		
PSHE	<p>Jigsaw – Healthy Me</p> <p>I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy</p>	<p>Jigsaw – Healthy Me</p> <p>I can tell you why my body is good the way it is</p>	<p>Jigsaw – Healthy Me</p> <p>I can describe the different roles food can play in people's lives and can explain how people can</p>	<p>Jigsaw – Healthy Me</p> <p>I respect and value my body</p> <p>I respect and value my body and I</p>	<p>Jigsaw – Healthy Me</p> <p>I can describe and evaluate the different roles food can play in people's lives, and I can explain the links</p>		

