

Medium Term Planning

Summer Term

Year 5	Summer 1	Summer 2
Topic/Theme	Exploring and Survival	
Resources needed	Butterfly garden Caterpillars Flowers to dissect Plants and rooting powder Maya DT project materials DLR _ Maya resource box and non-fiction texts DLR – copies of 'Explorer' by Katherine Rundell Range of texts	
Visit/Visitor	Sarah McAllister – Year 5 Enterprise Day Wharton Park – Map reading skills and orienteering (tbc)	Ushaw College – Local history study
Religious Education	<p>Transformation: Pentecost, the celebration of the spirit's transforming power.</p> <p>Freedom and Responsibility: God's rules for living freely and responsibly – the Commandments. <i>Replace with Y4 confirmation topic this year only.</i></p> <p>Stewardship: The church is called to stewardship of creation.</p> <p>Islam: Special times and Ramadan Eid-ul-Fitr Pilgrimage to Makkah</p>	
English Literature – text(s)	The Explorer (DLR) Exploring the Maya Empire (DLR) Survivors The Chocolate Tree Selection of extracts from other texts to cover a range of genres	

Reading	<p>Read aloud with appropriate volume and expression to make meaning clear to the audience</p> <p>Read an increasingly wide range of books</p> <p>Select books based on reading experiences and knowledge of books</p> <p>Distinguish between fact and opinion in non-fiction reading</p> <p>Explain the effect and impact of author viewpoint</p> <p>Discuss author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.)</p> <p>Begin to make comparisons across and between books</p> <p>Begin to show the influence of reading in writing</p> <p>Build up a repertoire of poems that are known by heart</p> <p>Prepare poems and plays to read aloud</p>
Writing	<p>To write for a range of purposes</p> <p>Identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</p> <p>Shows a growing awareness of how authors develop character and setting, including through the use of dialogue</p> <p>Begins to précis longer passages</p> <p>Makes effective changes when editing own and others' work</p>
Spelling	<p>Homophones or near homophones. Challenge Words. Revision: Year 5 words</p>
Vocabulary, Grammar and Punctuation	<p>Uses modal verbs and adverbs to indicate degrees of possibility</p> <p>Uses commas to clarify meaning or avoid ambiguity</p> <p>Chooses vocabulary to complement purpose</p> <p>Uses punctuation to demarcate parenthesis Uses devices to build cohesion within and across paragraphs</p>
Speaking and Listening	<p>Can present information in a variety of ways to a range of audiences</p> <p>Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused</p> <p>Perform to wider audiences combining words, gestures and movement</p> <p>Participate in debates, following appropriate etiquette, and conventions</p> <p>Be aware of the listener and adapt talk to maintain the listener's interest</p> <p>Express and explain relevant ideas with some elaboration to make meaning explicit</p> <p>Maintain control and effective organisation of a talk to guide the listener</p> <p>Adapt vocabulary, grammar and non- verbal features to maintain listener's interest</p> <p>Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions</p> <p>Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</p>
Mathematics	<p>Decimals</p> <ul style="list-style-type: none"> • Solve problems involving number 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

	<p>From Y4 curriculum this year only: Geometry – angles and 2D shapes</p> <ul style="list-style-type: none"> • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify lines of symmetry in 2D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry <p>From Y4 curriculum this year only: Geometry – position and direction</p> <ul style="list-style-type: none"> • Plot specified points and draw sides to complete a given polygon • Describe positions on a 2D grid as coordinates in the first quadrant • Describe movements between positions as translations of a given unit to the left/right and up/down <p>Geometry (Properties of Shapes)</p> <ul style="list-style-type: none"> • 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°) –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 <p>Measure (Converting Units)</p> <ul style="list-style-type: none"> • 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 • <p>Revise areas identified through assessments</p>
<p>RSE</p>	<p>Module 1 – Created and Loved by God</p> <p>Unit 1: Religious understanding Children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1</p> <p>Unit 2: Me, My Body, My Health Children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.</p> <p>Unit 3: Emotional Wellbeing</p>

Children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online.

Unit 4: Life Cycles

Children will learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth.

Module 2 – Created to Love Others

Unit 1: Religious Understanding

Exploring the nature of God's call to love others, children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.

Unit 2: Personal Relationships

Equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.

Unit 3: Keeping Safe

Equipping children to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. Considering the four types of abuse: sexual, physical, emotional and neglect and ensuring children will know how to spot each type of abuse and who they can go to for help. Exploring how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.

Module 3 – Created to Live in Community

Unit 1: Religious Understanding

Deepens pupils understanding and appreciation of the three-part community of love, the Trinity, with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.

Unit 2: Living in the Wider World

Teaches children some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.

Science	Computing	Design Technology	PE
<p>Content:</p> <p>Working scientifically</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</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.</p> <p>Skills/ Success Criteria:</p> <p>Living things and their habitats</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Animals, including humans</p>	<p>Content:</p> <p>Design write and debug programs that accomplish specific goals including controlling or simulating physical systems and solving problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs, work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about the content</p> <p>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Content:</p> <p>Maya food project</p> <p>Business and Enterprise Day</p> <p>Skills/ Success Criteria:</p> <p>Use research and develop design criteria to inform the design of functional products that are fit for purpose.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components.</p> <p>Evaluate their ideas and products against their own design criteria.</p>	<p>Content:</p> <p>Striking and fielding games</p> <p>Invasion Games</p> <p>Athletics</p> <p>Skills/ Success Criteria:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p>

<p>Describe the changes as humans develop to old age.</p>			<p>Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>
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Art & Design	Geography	History	Music
<p>Content:</p> <p>Maya maps</p> <p>Leaf art</p> <p>Skills/ Success Criteria:</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</p> <p>Select and develop ideas confidently, using suitable materials</p> <p>Select own images and starting points for work</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p> <p>Use first-hand observations</p> <p>Investigate proportions</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to</p>	<p>Content:</p> <p>Local geography study (visit to Wharton Park) Map Skills and Orienteering</p> <p>Links with Maya topic (history) and CAFOD (RE).</p> <p>Skills/ Success Criteria:</p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of human geography and the distribution of natural resources including energy, food, minerals and water (links with Maya and CAFOD topics)</p> <p>Present -human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Locate and research the location and environment where the Maya lived.</p> <p>Geographical Skills and Fieldwork</p> <p>Map Skills</p> <p>Using maps</p> <p>Follow a short route on an OS map</p> <p>Describe the features shown on an OS map</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p>	<p>Content:</p> <p>Undertake an in-depth study of a non-European society that provides contrasts with British history – The Maya civilization</p> <p>Local history study (visit to Ushaw College)</p> <p>Skills/ Success Criteria:</p> <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Begin to offer explanations about why people in the past acted as they did</p>	<p>Content:</p> <p>Ukulele</p> <p>Play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression.</p> <p>Skills/ Success Criteria:</p> <p>Play instruments with control and rhythmic accuracy</p> <p>Play simple chords in sequence</p> <p>Refine and improve their own and others work in relation to the intended effect</p> <p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</p> <p>Compose own song</p> <p>Recognise difference tempi</p> <p>Appraise own work</p>

<p>draw/highlight</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Develop fine brush strokes</p> <p>Build on previous work with colour by exploring intensity</p>	<p>Use maps, and digital/computer mapping to locate countries and describe features studied.</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>	
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