



## Medium Term Planning

### Summer Term

Year 5	Summer 1	Summer 2
<b>Topic/Theme</b>	Exploring and Survival	
<b>Resources needed</b>	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	
<b>Visit/Visitor</b>	Sarah McAllister – Year 5 Enterprise Day Parent visitors to discuss links with industry	Ushaw College – Local history study
<b>Religious Education</b>	<p><b>Transformation:</b> Pentecost, the celebration of the spirit's transforming power.</p> <p><b>Freedom and Responsibility:</b> God's rules for living freely and responsibly – the Commandments.</p> <p><b>Stewardship:</b> The church is called to stewardship of creation.</p> <p><b>Islam:</b> Special times and Ramadan Eid-ul-Fitr Pilgrimage to Makkah</p>	
<b>RSE</b>	<p><b>Module 3: Created to Live in Community</b> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:</p>	

	<p>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.</p> <p>Building on learning from Lower Key Stage Two, 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.</p>
<b>PSHE</b>	<b>My Hidden Chimp</b> – introduces children to basic neuroscience of the mind and focuses on developing constructive and healthy habits for life.
<b>English Literature – text(s)</b>	<p>The Explorer (DLR)  Exploring the Maya Empire (DLR)  Selection of extracts from other texts to cover a range of genres</p>
<b>Reading</b>	<p>Read aloud with appropriate volume and expression to make meaning clear to the audience  Read an increasingly wide range of books  Select books based on reading experiences and knowledge of books  Distinguish between fact and opinion in non-fiction reading  Explain the effect and impact of author viewpoint  Discuss author’s use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.)  Begin to make comparisons across and between books  Begin to show the influence of reading in writing  Build up a repertoire of poems that are known by heart  Prepare poems and plays to read aloud</p>
<b>Writing</b>	<p>To write for a range of purposes  Identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own  Shows a growing awareness of how authors develop character and setting, including through the use of dialogue  Begins to précis longer passages  Makes effective changes when editing own and others’ work</p>
<b>Spelling</b>	Homophones or near homophones. Challenge Words. Revision: Year 5 words
<b>Vocabulary, Grammar and Punctuation</b>	<p>Uses modal verbs and adverbs to indicate degrees of possibility  Uses commas to clarify meaning or avoid ambiguity  Chooses vocabulary to complement purpose  Uses punctuation to demarcate parenthesis  Uses devices to build cohesion within and across paragraphs</p>

## Speaking and Listening

Can present information in a variety of ways to a range of audiences  
Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused  
Perform to wider audiences combining words, gestures and movement  
Participate in debates, following appropriate etiquette, and conventions  
Be aware of the listener and adapt talk to maintain the listener's interest  
Express and explain relevant ideas with some elaboration to make meaning explicit  
Maintain control and effective organisation of a talk to guide the listener  
Adapt vocabulary, grammar and non- verbal features to maintain listener's interest  
Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions  
Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk

## Mathematics

### Decimals

- 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

### Geometry (Properties of Shapes)

- Identify: –angles at a point and one whole turn (total  $360^\circ$ ) –angles at a point on a straight line and  $1\ 2$  a turn (total  $180^\circ$ ) –other multiples of  $90^\circ$
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles, and measure them in degrees ( $^\circ$ )
- Use the properties of rectangles to deduce related facts and find missing lengths and angles

### Measure (Converting Units)

- 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

Revise areas identified through assessments

Science	Computing	Design Technology	PE
<p><b>Content:</b></p> <p><b>Working scientifically</b></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><b>Skills/ Success Criteria:</b></p> <p><b>Living things and their habitats</b></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><b>Animals, including humans</b></p>	<p><b>Content:</b></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><b>Content:</b></p> <p>Maya food project</p> <p>Business and Enterprise Day</p> <p><b>Skills/ Success Criteria:</b></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><b>Content:</b></p> <p>Striking and fielding games</p> <p>Invasion Games</p> <p>Athletics</p> <p><b>Skills/ Success Criteria:</b></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
<p><b>Content:</b></p> <p>Architecture</p> <p><b>Skills/ Success Criteria:</b></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 draw/highlight</p>	<p><b>Content:</b></p> <p>Natural Resources</p> <p>Maya geography</p> <p><b>Skills/ Success Criteria:</b></p> <p><b>Human and Physical Geography</b></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><b>Geographical Skills and Fieldwork</b></p> <p><b>Map Skills</b></p> <p>Using maps</p> <p>Use maps, and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Content:</b></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><b>Skills/ Success Criteria:</b></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</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>people in the past acted as they did</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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