



Year: 5 Term: Summer 1 - 2021			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<p>English Dilemma Narrative</p> <p>Balanced Argument</p>		<p>reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on</p>	<p>Display the book cover image of Kong on IWB. Look closely at the picture. What do you see in this picture? On a sheet of paper or IWB provide words from page 86 of the Vehicle Text:</p> <p><i>Ask the questions:</i></p> <ul style="list-style-type: none"> • Are there any significant words or phrases? Which ones ? What is being suggested? • What new information does this provide about the character? • Does this change our perception? Why? <p>What do the children know about the story of Beauty and the Beast? How does this information fit with what they have discovered so far? Does this help them to predict character? Plot? Have they changed their opinions? Why? Consider why the line, "It was beauty that killed the beast," might be so prominent in the blurb</p>

Instruction
Manual

reading and research where necessary
selecting appropriate grammar and vocabulary,
understanding how such choices can change and
enhance
meaning

using a wide range of devices to build cohesion
within and across paragraphs

ensuring the consistent and correct use of tense
throughout a piece of writing

recognising vocabulary and structures that are
appropriate for formal speech and writing,

Give pairs of children a copy of an extract from
the Vehicle Text (see p.34) and ask them to
text mark

the effective use of verbs and adverbs in this
passage. How do they add to the atmosphere
and

tension? Could they be replaced? Would the
passage still be as effective?

Children will use their individual plans to write
their dilemma narrative introductions.

Children to be given 'conjunctions activity'
(p.65). Children have a
range of conjunctions on small pieces of paper
or card. As a group, they
categorise them and try to decide upon the
function of each of the
conjunctions. Now consider the text type
(balanced arguments). Which ones
are they most likely to see in these? Children
look back at the Model Text and
any other balanced arguments you have
explored. Use these conjunctions in
future oral work where you are debating or
discussing a question.

Children to write their own introductory
paragraphs to their balanced argument. Evaluate
their
writing and make appropriate changes to
spelling, grammar, punctuation and vocabulary
choices for
effect.

Maths
Division
Fractions/
Decimals/
Percentage
s

Fractions/Decimals/Percentages

Recognise and show, using diagrams, families of common fractions.

count up and down in hundredths;

solve problems involving increasingly harder fractions to divide quantities, including non-unit fractions where the add and subtract fractions with the same denominator

recognise and write decimal equivalents of any number

recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$ find the effect of dividing a one- or two-digit number the digits in the answer as ones, tenths and hundredths•

round decimals with one decimal place to the nearest compare numbers with the same number of decimal pl

Compare and order fractions whose denominators are all multiples of the same number.

- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements
- Add and subtract fractions with the same denominator
- Multiply proper fractions and mixed numbers.
- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Read, write, order and compare numbers with up to three decimal places.
- Recognise the per cent symbol and understand that percent related to the number of parts per hundred.

Class will order fractions with the same and different denominators.

Children will identify equivalent fractions.

Learn to convert improper fractions into mixed numbers and visa versa.

Children explore and manipulate fractions. They will be able to add, subtract and multiply fractions.

Children will convert decimal numbers into fractions.

Science
Living things and their habitats - life cycles of animals and plants

To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants

To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats. To describe the life process of reproduction in some plants and animals by describing sexual reproduction in mammals.

To describe the life process of reproduction in some plants and animals by exploring Jane Goodall's work with chimpanzees

To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles, including birds

Children recap what they learnt in Year 3 about the parts of a flower and their function. Children move around the classroom to find the [Parts of a Flower Information Cards](#). Children use the information they find to complete the boxes.

Children follow the instructions on the differentiated [Taking Cuttings Activity Sheet](#) to take cuttings from a geranium plant. This is an artificial method of asexual reproduction. Any cuttings that develop roots over the next few weeks can be planted into pots of compost. These new plants will be genetically identical to the parent plant. Children explain this method of asexual reproduction on their activity sheet

Describe the three different groups of mammals (placentals, marsupials and monotremes) and discuss examples of animals in each group

Briefly describe the work of the Jane Goodall Institute, and the way it works to protect chimpanzees in the wild. Children work in groups to create an advert to ask for donations to the Institute.

<p><u>History</u> Aztecs</p>		<p>To find out who the Aztecs were and when they lived. To find out how the Aztecs built the city of Tenochtitlan. To investigate how Aztec society was organised. To find out what the Aztecs believed and how this impacted on their lives. To investigate what daily life was like for the Aztecs. To find out about the fall of the Aztec empire.</p>	<p>Children will investigate the origins of the Aztec empire and how it began. The children will explore how the Aztecs created a successful and thriving city. Aztec society and how a person's place in society would affect how they were treated by others. The children will think about the importance of each position and how you could tell this from their clothing and homes. Use their researching skills to learn about the different gods that were worshipped and how they were worshipped in Aztec society. Children investigate the daily lives of an Aztec person, including finding out about food, clothes, homes, markets and leisure activities. Children learn the reasons behind the fall of the Aztec empire including the invasion of Cortés and the conquistadors.</p>
<p><u>Music</u></p>	<p>Explore the different instruments in the orchestra.</p>	<p>How to correctly hold and strum a ukelele. How to listen musically and identify notes and chords by ear. To learn 3 chords and to be able to play with accurate pitch and rhythm.</p>	<p>Explain the names of the different parts of a Ukulele. What type of instrument is it? Explain how to hold and look after the Ukulele. Do not touch the tuning pegs! - Hand out Ukuleles. Show the class how to read a Chord chart and how the colours are the same as the dots stuck on the Ukulele. Play through C and F making sure that everyone in the class is playing them correctly and is able to play them. Sing through Frere Jacques and Three Little Birds.</p>

Art
Cityscapes

To be able to use Pop art techniques and layering to create a 3D cityscape.

To understand how to use a palette knife and paint to create textured cityscapes.

To be able to replicate cityscape photos using different mediums.

To explore how to create reflections of cityscapes on water.

To understand how to add detail into cityscape ink drawings.

To be able to create a cityscape using any media of choice.

Children will learn who Charles Fazzino is and how he creates his unique cityscapes. They will explore what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see. Children will then get the chance to create their own 3D pop art city.

Children will look at artwork by Leonid Afremov who uses a palette knife to create textured, bold and colourful cityscapes. They will find out how they can make palette knives of their own using card to mimic the process used by Afremov, and will be taught how to use these 'knives' in different ways to create different effects. They can then create their own cityscapes using these techniques.

Children will explore how the sky and light in photos of cityscapes changes at different times of the day. They will explain what a silhouette is before looking at how they can create some cityscape art using silhouettes and creative, colourful backgrounds.

Children will learn about some famous cities around the world that are built on and around water. They will explore the reflections on these bodies of water and will learn how to paint with watercolours to create different effects. They will then create some mirror reflection artwork of a particular city.

Children will explore examples of cityscape artwork that has been created using ink pens. They will compare the detail of such artwork with watercolours, noticing how patterns and details are more intricate. They will look at how to use lines and patterns to create their own ink cityscapes.

Children will recap everything they have learnt about cityscape artwork, including the various techniques they have used. They will then plan and create their own cityscape artwork, making decision about which city they will portray, what styles and techniques they will use and what materials and tools they will need to use.

		<ul style="list-style-type: none"> ● retell the Bible stories we have explored in this unit. ● describe the Christian beliefs revealed in Jesus teaching. ● explain how Jesus teaching is used to answer the big questions in life. 	
<p><u>French</u> Hobbies</p> <p>Family members</p> <p>The home</p> <p>Musical instruments</p> <p>Numbers 80-100</p>		<p>Read and show understanding of a complex sentence using hobbies, musical instruments, parts of the house/town and days of the week.</p> <p>Write complex sentences using hobbies, musical instruments and days of the week. Use a language scaffold</p> <p>Write complex sentences using hobbies, musical instruments, parts of the house, places in town, days of the week, connectives and adjectives</p> <p>Use the negative and positive forms of the verbs 'to talk', 'to listen', 'to read', 'to watch', 'to play', 'to surf' (the internet) in the first person singular and the connectives 'because' and 'and.' Use positive and negative adjectives from memory with understandable accuracy.</p> <p>Use the negative and positive forms of the verbs 'to talk', 'to listen', 'to read', 'to watch', 'to play', 'to surf' (the internet) in the first person singular and the connectives 'because' and 'and.' Use positive and negative adjectives from memory with understandable accuracy.</p>	<p>Games</p> <p>Songs</p> <p>Repetition</p> <p>Worksheets</p> <p>Aural games</p>

		<p>Use the verbs 'to play' (an instrument) and 'to have' (age) in third person singular.</p>	
<p><u>Computing</u> Games Creation</p>		<p>Pupils can review and analyse a computer game. • Pupils can describe some of the elements that make a successful game. • Pupils can begin the process of designing their own game.</p> <p>Pupils can design the setting for their game so that it fits with the selected theme. • Pupils can upload images or use the drawing tools to create the walls, floor, and roof.</p> <p>Pupils can design characters for their game. • Pupils can decide upon, and change, the animations and sounds that the characters make.</p> <p>Pupils can make their game more unique by selecting the appropriate options to maximise the playability. • Pupils can write informative instructions for their game so that other people can play it.</p> <p>Pupils can evaluate my their own and peers' games to help improve their design for the future.</p>	<p>2DIY 3D allows users to create a maze and then turn it into a 3D computer game. The aim is to avoid the 'baddies' and collect 'treasure'.</p> <p>Pupils will be using the 'My Game' mode to have access to the full functionality of 2DIY 3D.</p> <p>Work on making the game 'playable'.</p> <p>To finish and share the game.</p> <p>To self- and peer-evaluate.</p>

Know how to make friends

Try to solve friendship problems when they occur

Help others to feel part of a group

Show respect in how they treat others

Know how to help themselves and others when they feel upset or hurt

Know and show what makes a good relationship

Pieces

Recognising me

Getting on and Falling Out

Girlfriends and Boyfriends

Relationships and Technology