



CLASS HALF TERM OVERVIEW OF PLANNING
Year 5 - Magnolia Class
Summer 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U2.11 What does it mean to be a humanist in Britain today?	Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data	Identify some of the core values that motivate some humanists to strive to make the world a better place	Explore ways in which Humanists put their beliefs and values into practice	Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others	Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife	Make connections between belief and behaviour in their own lives, in the light of their learning
PSHE Being my Best How can I be my best self?	It all adds up! Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	Different skills Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.	My school community (2) State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.	Independence and responsibility Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.	Star qualities? Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.	Basic first aid, including Sepsis Awareness How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Maths	Focus Area: Year 5 – Summer Block 1- Shape Understand and use degrees Classify angles Estimate angles	Focus Area: Year 5- Summer Block 1- Shape Measure angles up to 180 Draw lines and angles accurately Calculate angles around a point	Focus Area: Year 5 - Summer Block 1- Shape Lengths and angles in shapes Regular and irregular polygons 3-D shapes	Focus Area: Year 5 – Summer Block 2- Position and direction Read and plot coordinates Problem solving with coordinates Translation	Focus Area: Year 5 – Summer Block 2- Position and direction Lines of symmetry Reflection in horizontal and vertical lines Use known facts to add and subtract decimals within 1	Focus Area: Year 5 – Summer Block 3- Decimals Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of



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		Calculate angles on a straight line		Translation with coordinates	Complements to 1	decimal places Add decimals with different numbers of decimal places
No Nonsense number	Adding and subtracting ones, tenths and hundredths	Adding and subtracting ones, tenths and hundredths	Using understanding of adding and subtracting one, ten and 100 to add and subtract decimal numbers	Applying understanding of adding and subtracting with decimal numbers	Applying understanding of adding and subtracting with decimal numbers	Applying understanding of adding and subtracting with decimal numbers
English	<p>Genre: Non-fiction</p> <p>Text: Dragonology: The Complete Book of Dragons by Dugald Steer, Helen Ward and Douglas Carrel</p> <p>Key Learning Outcome: To write an '-ology' book about an area of personal interest.</p> <p>Increase their familiarity with a wide range of books.</p> <p>Check that the book makes sense, discussing their understanding and exploring the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Genre: Non-fiction</p> <p>Text: Dragonology: The Complete Book of Dragons by Dugald Steer, Helen Ward and Douglas Carrel</p> <p>Key Learning Outcome: To write an '-ology' book about an area of personal interest.</p> <p>Identify the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on research and reading where necessary.</p>	<p>Genre: Non-fiction</p> <p>Text: Dragonology: The Complete Book of Dragons by Dugald Steer, Helen Ward and Douglas Carrel</p> <p>Key Learning Outcome: To write an '-ology' book about an area of personal interest.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and impact meaning.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Genre : Fiction</p> <p>Text: Kensuke's Kingdom By Michael Morpurgo</p> <p>Key Learning Outcome Children to write an extended story based on their own version of Chapter 4 including describing the setting and relating this to the character's feelings and the plot.</p> <p>Read the first 4 chapters of the book in story time before starting the sequence. Then keep reading over the following weeks. Discuss the children's responses through creating a likes/dislikes/puzzles/patterns chart</p> <p>Gather the key events of Kensuke's Kingdom that the children know so far</p>	<p>Genre : Fiction</p> <p>Text: Kensuke's Kingdom By Michael Morpurgo</p> <p>Key Learning Outcome Children to write an extended story based on their own version of Chapter 4 including describing the setting and relating this to the character's feelings and the plot.</p> <p>Expanded noun phrases – pre and post modification of nouns. Experiment with moving the adjectives and seeing the effect on the reader. Practise mimicking the patterns of the noun phrases with words from their word banks for their own islands.</p> <p>Repeating patterns and power of 3 + use of punctuation within</p>	<p>Genre : Fiction</p> <p>Text: Kensuke's Kingdom By Michael Morpurgo</p> <p>Key Learning Outcome Children to write an extended story based on their own version of Chapter 4 including describing the setting and relating this to the character's feelings and the plot.</p> <p>Look at "angle of writing", e.g. seeing the island from above versus being in the forest; use of dark/light; being able to hear but not see – use of senses.</p> <p>Draw maps of their islands with key places for their character.</p> <p>Annotate their maps with descriptions of the setting – sounds, sights, smells, hidden</p>



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				Learn, memorise and map Chapter 4.	the patterning – full stops, colon before a descriptive list. Short sentences to build up suspense + build-up of all the sounds then a “but” to introduce the thing that is really frightening.	terrors. Use word banks generated earlier. Planning: use the Learning about the text and the Practising writing model to plan the chapter and sections: first impressions; finding a viewpoint; exploring to find something specific (water, food, shelter, people); doing something and then meeting new character. Look at Writerly Knowledge Chart to see what sort of language is needed for each part. Support children writing the text through revising and editing, including the elements taught throughout the sequence and recorded on the Writerly Knowledge Chart.
Spelling	Step 25: Words that are homophones or near homophones advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	Step 26: Words that are homophones aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	Step 27: Words that are homophones bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	Step 28: Words that are homophones or near homophones cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	Step 29: Words that are homophones or near homophones affect, effect, dessert, desert, draft, draught, precede, proceed, who’s, whose	Step 30: Challenge Words achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system



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<p>Grammar</p>	<p>Use expanded noun phrases to convey complicated information concisely (Y5).</p>	<p>Use brackets, dashes or commas to indicate parenthesis (Y5).</p>	<p>Use organisational and presentational devices to structure text and to guide the reader (Y6).</p> <p>Terminology Y5: dash, parenthesis</p>	<p>Using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility (Y5)</p>	<p>Using brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5)</p> <p>Linking of 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) (Y5)</p> <p>Terminology Y5: parenthesis, bracket, dash, cohesion, ambiguity</p>
<p>Science Properties and changes of materials- How do we separate materials?</p>	<p>What are the properties of solids, liquids and gases?</p> <p>How can I describe the properties of materials?</p>	<p>Which materials make the best thermal insulators?</p>	<p>Which materials are magnetic?</p>	<p>Which materials are soluble, and which are insoluble?</p>	<p>How can mixed materials be separated?</p>	<p>What are irreversible changes?</p>
<p>PE</p>	<p>Sustain running and improve on a personal target Show control at take off in jumping activities Show accuracy and good technique when throwing for distance Organise and manage an athletic event well Understand how stamina and power help people to perform well on different athletic activities Identify good athletic performance and explain why it is good Use agreed criteria</p>					



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PE Athletics How can I develop my athletic skills?	Introduction Show control, coordination and consistency when running. 2. Show control, coordination and consistency when throwing. 3. Show control, coordination and consistency when jumping.	Running Choose the appropriate running speed to meet the demand of the task. 2. Understand how to pace your speed when running over an increased distance. 3. Describe how their bodies feel when exercising.	Jumping Combine basic jump actions to form a jump combination. 2. Devise suitable warm-up activities for the upcoming activities.	Throwing Develop jumping technique. 2. Learn how to evaluate and recognise their own success.	Relay races Communicate, collaborate and compete with others. 2. Work well as part of a team.	Final Show control, coordination and consistent when running. 2. Show control, coordination and consistent when throwing. 3. Show control, coordination and consistent when jumping.
Computing Selection in physical computing What is an algorithm?	To control a simple circuit connected to a computer	To write a program that includes count-controlled loops	To explain that a loop can stop when a condition is met	To explain that a loop can be used to repeatedly check whether a condition has been met	To design a physical project that includes selection	To create a program that controls a physical computing project
Internet Safety	Unit 05: When In Doubt, Discuss – Activity 5, Be Internet Legend Curriculum					
History What differences were there between the Maya Civilisation and England during the 10th and 11th Centuries?	Where and when did the Maya live? What made the Maya civilization so successful?	How do we know about the Maya? How were the Maya ruled?	How was Anglo-Saxon England ruled?	What do we know about the Maya City States and the Anglo-Saxon Kingdoms?	How do the leaders of the Maya and the Anglo-Saxons compare?	How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?
DT - Food - Tasty Travels : Central America on a Plate - How can we cook a dish that celebrates Central American flavours?			Famous Artist Study- Banksy Who is Banksy? What is he famous for? To explore some of his famous works – what do you notice about them?	Why did Banksy put this artwork on a street where people with lots of money shop for luxury goods? One Nation Under CCTV	What do you think the local residents thought about Banksy's art work?	Why do you think people stencil or tag over a piece of Banksy's graffiti?



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				(2007) -Why do you think the council removed it?		
Music Charanga Dancing in the street	Dancing In The Street by Martha And The Vandellas Listen and appraise	I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops Listen and appraise Learn the song	I Heard It Through The Grapevine sung by Marvin Gaye Listen and appraise Learn the song Add percussion	Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Listen and Appraise Learn to sing the song Add percussion Improvise Compose	You Are The Sunshine Of My Life sung by Stevie Wonder Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	The Tracks Of My Tears sung by Smokey Robinson And The Miracles Listen and Appraise Warm up Add percussion Improvise Compose Perform
MFL French Do you have a pet?	Eight pets To learn the 8 different pets in French with their corresponding indefinite article/determiner	I have a pet To use the 1st person verb conjugation J'ai (I have)	A pet called... To learn the structure qui s'appelle (that is called) to expand their sentences	I don't have... To alter sentences using the negative structure Je n'ai pas de... (I do not have...)	But... To learn and use the conjunction mais (but)	Do you have a pet? To combine vocabulary and grammar to produce simple conversations
Educational visits/visitors					Mayan Experience Day	