



CLASS HALF TERM OVERVIEW OF PLANNING

Year 5 - Magnolia Class

Summer 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE U2.13 What can be done to reduce racism- can religion help?	Racism: what is it and why is it unfair?	What can we learn from the stories of two statues in Bristol?	How did St Peter learn that 'God has no favourites'?	The Golden Rule and the Silver Rule – can these rules reduce racism?	Anti-racist people from different religions: what can we learn?	How can I express my own vision for justice and equality? 'More unites us than divides us.'
PHSE Valuing Difference How are we the same/ different?	Qualities of friendship Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.	Kind conversations Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.	Happy being me Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.	The land of the Red People Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	Is it true? Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.	Stop, start, stereotypes Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.
Maths	Focus Area: Year 5 – Summer Block 3- Decimals Add and subtract decimals across 1 Add decimals with the same number of	Focus Area: Year 5 – Summer Block 3- Decimals Subtract decimals with different numbers of decimal places Efficient strategies for	Focus Area: Year 5 – Summer Block 3- Decimals Divide by 10, 100 and 1,000	Focus Area: Year 5 – Summer Block 4- Negative Numbers Understand negative numbers Count through zero in 1s	Focus Area: Year 5 – Summer Block 5- Converting Units Kilograms and kilometres Millimetres and millilitres	Focus Area: Year 5 – Summer Block 6- Volume Cubic centimetres Compare volume Estimate volume



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	<p>decimal places</p> <p>Subtract decimals with the same number of decimal places</p> <p>Add decimals with different numbers of decimal places</p>	<p>adding and subtracting decimals</p> <p>Decimal sequences</p> <p>Multiply by 10, 100 and 1,000</p>	<p>Multiply and divide decimals – missing values</p>	<p>Count through zero in multiples</p> <p>Compare and order negative numbers</p> <p>Find the difference</p>	<p>Convert units of length</p> <p>Convert between metric</p> <p>Convert units of time</p> <p>Calculate with timetables</p>	<p>Estimate capacity</p>
<p>No Nonsense number</p> <p>Block 6</p>	<p>Understanding common factors, common multiples, square and cube numbers</p>	<p>Exploring factors</p>	<p>Understanding multiplication in relation to square numbers, cube numbers and volume</p>	<p>Applying understanding of common factors, common multiples, square and cube numbers</p>	<p>Applying understanding of factors, multiples, square and cube numbers</p>	<p>Using understanding of square and cube numbers to count</p>
<p>English</p>	<p>Genre: Picture book</p> <p>Text: The Lost Words by Robert MacFarlane and Jackie Morris</p> <p>Key Learning Outcome: To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book (To 'summon lost words back into the mouth and the mind's eye'.)</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>Genre: Picture book</p> <p>Text: The Lost Words by Robert MacFarlane and Jackie Morris</p> <p>Key Learning Outcome: To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book (To 'summon lost words back into the mouth and the mind's eye'.)</p> <p>Identifying the audience for and purpose of the writing</p> <p>Selecting the appropriate form and</p>	<p>Genre: Picture book</p> <p>Text: The Lost Words by Robert MacFarlane and Jackie Morris</p> <p>Key Learning Outcome: To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book (To 'summon lost words back into the mouth and the mind's eye'.)</p> <p>Selecting appropriate grammar and vocabulary, and understanding how such choices can change and enhance meaning</p>	<p>Genre: Non- fiction</p> <p>Text: The Lost Book of Adventure by The Unknown Adventurer</p> <p>Key Learning Outcome: To create your own 'Lost Book' of your own adventures.</p> <p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences</p>	<p>Genre: Non- fiction</p> <p>Text: The Lost Book of Adventure by The Unknown Adventurer</p> <p>Key Learning Outcome: To create your own 'Lost Book' of your own adventures</p> <p>Identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion.</p> <p>Identifying the</p>	<p>Genre: Non- fiction</p> <p>Text: The Lost Book of Adventure by The Unknown Adventurer</p> <p>Key Learning Outcome: To create your own 'Lost Book' of your own adventures</p> <p>Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>



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	Identifying how language and structure and presentation contribute to meaning	using similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary	Using further organisational and presentational devices to structure the text and guide the reader Allow children time to closely observe something to be included in a class book. They should sketch, photograph, record etc. to capture as much information as possible about the thing they choose.	such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied	audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary	Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Evaluate and edit by: Distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors
Spelling	Step 31: Words with hyphens co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain	Step 32: Challenge Words afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate	Step 33: Revision words accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though	Step 34 Revision words conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable	Step 35: Revision Words ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer	Step 36: Revision words aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary
Grammar	Using expanded noun phrases to convey complicated information concisely (Y5/6)	Using commas to clarify meaning or avoid ambiguity in writing complex lists (Y5)	Using brackets, dashes or commas to indicate parenthesis (Y5)	Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5)	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)	Linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis (Y6)



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Science Animals including humans – How do we change as we get older?	How do humans change throughout their life?	How do we develop in the womb?	How do we change through puberty?	How do we change when we are senior?		
PE	<p>Strike a bowled ball</p> <p>Use a range of fielding skills- catching, throwing, bowling, intercepting, with growing control and consistency</p> <p>Work collaboratively in pairs, group activities and small- sided games</p> <p>Use and apply the basic rules consistently and fairly</p> <p>Understand and implement a range of tactics in games</p> <p>Recognise the activities and exercises that need including in a s warm up</p> <p>Identify their own strengths and suggest practices to help them improve</p>					
PE Striking/fielding What is the role of the fielder? Dartmoor 3 ball x3 Kwick cricket x3	<p>Cricket- Introduction</p> <p>Choose skills that meet the needs of the situation.</p> <p>2. Show good awareness of others in game situations.</p> <p>3. Watch and evaluate the success of games.</p> <p>Bowling</p> <p>Use skills and tactics to outwit opponents when fielding.</p> <p>2. Work as part of a team that covers the area to make it hard for the batter to score runs.</p> <p>3. Recognise part of a performance that could be improved and explain how</p>	<p>Cricket- Fielding</p> <p>Hit the ball with purpose, varying speed, height, and direction.</p> <p>2. Identify spaces and understand the tactic of hitting into gaps.</p> <p>3. Understand how physical activity can contribute to a healthy lifestyle.</p> <p>Batting</p> <p>Hit the ball with purpose, varying speed, height, and direction.</p> <p>2. Identify spaces and understand the tactic of hitting into gaps.</p> <p>3. Understand how physical activity can contribute to a healthy lifestyle.</p>	<p>Cricket – Tournament</p> <p>Use skills and tactics to outwit the opponent when batting, bowling, or fielding.</p> <p>2. Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</p> <p>Choose skills that meet the needs of the situation.</p> <p>2. Work effectively as part of a team.</p> <p>3. Identify parts of the game where they are performing well.</p>	Dartmoor 3 Ball	Dartmoor 3 Ball	Dartmoor 3 Ball
Computing Programming B – Selection in quizzes	quizzes (<i>CS and IT</i>)	To relate that a conditional statement	To explain how selection directs the flow of a program	To design a program which uses selection	To create a program which uses selection	To evaluate my program



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How do we create a quiz?	To explain how selection is used in computer programs	connects a condition to an outcome				
Internet Safety	Digital Well-being: Lesson 3 Be Internet Legend Curriculum					
Geography River Study What are the features of my local river?	What are rivers and how are they formed?	What can I learn about rivers from studying the River Trent?	How can I collect data from a local river in my region?	How will I present and analyse data collected from fieldwork?		
Art Sculpture- How can flowers inspire artists?	Which sculptors have been inspired by flowers?	How can we manipulate clay to create flower-based sculptures?	How can I develop my mastery of clay sculpture?	How can I best use colour to enhance my sculpture?	How have flowers inspired other artists?	
Music Charanga How does music connect us with the environment Instrument Ukulele	Reflect - Music For Compline (traditional) (Early Music) Rewind and Listen Out! Johnny B. Goode by Chuck Berry Reflect - Composers and Composition (Rachel Portman)	Reflect - Dido And Aeneas by Purcell (Baroque) Rewind and Listen Out! Things Ain't What They Used To Be by Ellington and Persons Reflect - Composers and Composition (Rachel Portman)	Reflect - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Rewind and Listen Out! Hello by Lionel Richie Reflect - Composers and Composition (Rachel Portman)	Reflect - Minute Waltz by Chopin (Romantic) Rewind and Listen Out! U Can't Touch This by MC Hammer Reflect - Composers and Composition (Jason Yarde)	Reflect - Central Park In The Dark by Charles Ives (Contemporary) Rewind and Listen Out! I Heard It Through The Grapevine by Marvin Gaye Reflect - Composers and Composition (Jason Yarde)	Reflect - Clapping Music by Steve Reich (Contemporary) Rewind and Listen Out! Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops Reflect - Composers and Composition (Jason Yarde).
MFL French What am I wearing today?	Items of clothing To name 10 items of clothing in French, with their determiners	More items To name 11 more items of clothing in French, with their determiners	What am I wearing? To use the verb "porter" to say what I am wearing	When do I wear it? To combine sentences so far with place vocabulary	What colour? To use adjectival agreement to add detail about the colour of clothing	My clothes To use the possessive pronouns Consolidate and review
Educational visits/visitors					River study trip	