



Year: 5  
Term: Summer 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><b>English</b></p> <p><b>The Errand</b></p> <p><u>Instruction manual:</u> to explain</p> <p><b>King Kong</b></p> <p><u>Dilemma narrative:</u> to entertain</p>	<p><b>LSK2-</b></p> <p>Children have previously written their own simple instructional texts for a range of different purposes. They should be familiar with some of the organisational and presentational features suitable for this text type.</p> <p>Children have experience discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Children will continue to practice composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Select and use appropriate registers for effective communication</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p><b>Instruction Manual</b></p> <p><b>Week 1</b> –Concise information from a text – review of the Errand (incidental write). To analyse a model text and explore the effect on the reader. To answer comprehension questions about an instructional manual. Relative clauses to add information and clarity to a subject. Passive voice to create an impersonal style.</p> <p><b>Week 2</b> – Commas, semi-colons and dashes to mark clauses. To plan, write and edit an instruction manual to avoid the dangers in the Whispering Woods.</p> <p><b>Dilemma Narrative</b></p> <p><b>Week 3</b> – Cold Task – dilemma narrative. To observe, wonder and infer about a text. To generate appropriate expanded noun phrases based on images from a text. To create short list metaphorical poetry to describe a character. To write a long prediction using adverbials for cohesion.</p> <p><b>Week 4</b> – To identify the meanings of unfamiliar words and phrases. To generate words and phrases about a character. To write a character description using a range of sentence structures. To annotate a text focusing on figurative language to create a mysterious setting.</p> <p><b>Week 5</b> – To answer a range of comprehension questions about a text. To explore and annotate the range of language features in a text and the effect on the reader. To create a mood palette for a beast, focusing on creating appropriate relative clauses. To create dialogue to convey character and move the plot along. To plan a dilemma narrative based on King Kong.</p> <p><b>Week 6</b> – To write, edit and redraft a dilemma narrative, selecting appropriate vocabulary to convey character.</p> <p><b>Grammar</b> – semi colons, colon for a list, punctuation for parenthesis, relative clauses, inverted commas for dialogue.</p>

<p><b>Maths</b></p> <p><u>Decimals &amp; Percentages</u></p> <p><u>Measurement : Perimeter &amp; Area</u></p> <p><u>Statistics</u></p> <p><u>Shape</u></p>	<p><b>Year 4 –</b> <i>Decimals</i></p> <ul style="list-style-type: none"> <li>- compare numbers with the same number of decimal places up to 2 decimal places</li> <li>- solve simple measure and money problems involving fractions and decimals to 2 decimal places.</li> </ul> <p><i>Measurement</i></p> <ul style="list-style-type: none"> <li>- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>- read, write and convert time between analogue and digital 12 and 24-hour clocks</li> </ul> <p><i>Properties of Shape</i></p> <ul style="list-style-type: none"> <li>- identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> </ul> <p><i>Statistics</i></p> <ul style="list-style-type: none"> <li>- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<p><i>Decimals and Percentages</i></p> <ul style="list-style-type: none"> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</li> <li>• Read, write, order and compare numbers with up to 3 decimal places</li> <li>• Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction</li> <li>• solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25</li> </ul> <p><i>Measurement: Perimeter and Area</i></p> <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> </ul> <p><i>Statistics</i></p> <ul style="list-style-type: none"> <li>• solve comparison, sum and difference problems using information presented in a line graph</li> <li>• complete, read and interpret information in tables, including timetables.</li> <li>• solve problems involving converting between units of time</li> </ul> <p><i>Properties of Shape</i></p> <ul style="list-style-type: none"> <li>• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> </ul>	<p><b>Decimals and Percentages</b></p> <p><b>Week 1</b> – Thousandths on a place value chart. Order and compare decimals up to 3dp. Round to the nearest whole number. Round to 1dp. Understand percentages.</p> <p><b>Week 2</b> – Percentages as fractions. Percentages as decimals. Equivalent fractions, decimals and percentages. Post-assessment consolidation. Prior assessment for Perimeter &amp; Area.</p> <p><b>Measurement: Perimeter and Area</b></p> <p><b>Week 3</b> – Perimeter of rectangles. Perimeter of rectilinear shapes including missing measurements (<i>two days</i>). Perimeter of polygons. Area of rectangles.</p> <p><b>Week 4</b> – Area of compound shapes (<i>two days</i>). Estimate area. End of block assessment and consolidation lesson. Prior assessment for statistics.</p> <p><b>Statistics</b></p> <p><b>Week 5</b> – Drawing line graphs. Read and interpret line graphs. Read and interpret tables. Two tables. Read and interpret timetables.</p> <p><b>Properties of Shape</b></p> <p><b>Week 6</b> – Read and interpret timetables. End of block assessment for statistics and consolidation lesson. Prior assessment for shape. Understand and use degrees. Classify angles.</p>
<p><b>History</b></p> <p><u>The Aztecs – Non-</u></p>	<p><b>LKS2-</b></p> <ul style="list-style-type: none"> <li>- Children have previously explored the non-European civilisation: The Mayans as part of their Ancient Civilisation study.</li> </ul>	<p><i>How does life for the Aztecs differ from other periods of History that we have studied?</i></p> <ul style="list-style-type: none"> <li>- Children will explore a non-European society that provides contrasts with British history.</li> </ul>	<p><b>Week 1</b> – To find out who the Aztecs were and when they lived.</p> <p><b>Week 2</b> - To find out how the Aztecs built the city of Tenochtitlan.</p>

<p><b>European History</b></p>	<ul style="list-style-type: none"> <li>- Children should be familiar with various periods of British and World History and use their knowledge to make connections and contrasts.</li> <li>- Children are familiar with chronology and how to produce their own timelines.</li> <li>- Children can analyse different sources such as primary and secondary sources to draw conclusions and questions about different periods of history.</li> </ul>	<ul style="list-style-type: none"> <li>- To know and understand significant aspects of the history of the wider world.</li> <li>- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts of the Aztecs.</li> </ul>	<p><b>Week 3</b> - To investigate how Aztec society was organised.  <b>Week 4</b> – To find out what the Aztecs believed and how this impacted on their lives.  <b>Week 5</b> – To investigate what daily life was like for the Aztecs.  <b>Week 6</b> – To find out about the fall of the Aztec empire.</p>
<p><b>Science Evolution</b></p>	<p><b>KS1</b>  <b>Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> </ul> <p><b>LKS2</b>  <b>Plants</b></p> <ul style="list-style-type: none"> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> </ul> <p><b>UKS2</b>  <b>Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><i>How does evolution happen?</i></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p>Working scientifically skills:</p> <ul style="list-style-type: none"> <li>• Observing Over Time</li> <li>• Pattern Seeking</li> <li>• Identifying, Classifying and Grouping</li> <li>• Researching Using Secondary Resources</li> </ul>	<p><b>Week 1</b> – Review of prior learning. To explain the scientific concept of inheritance.  <b>Week 2</b> – To demonstrate understanding of the scientific meaning of adaptation.  <b>Week 3</b> – To identify the key ideas of the theory of evolution  <b>Week 4</b> – To identify evidence for evolution from fossil records  <b>Week 5</b> - To understand how human beings have evolved  <b>Week 6</b> – To explain how human intervention affects evolution</p>
<p><b>Art</b></p> <p><b>Cityscapes Gothic Gaudi</b></p> <p><i>Drawing, Photography and Printing</i></p>	<p><b>LKS2</b></p> <ul style="list-style-type: none"> <li>• Children have previous experience with different printing techniques, including marbling in Year 4 during their Indian Art topic and investigating patterns in Year 3.</li> <li>• Children have focused on photography of famous buildings in Year 4.</li> <li>• Children have explored and developed different drawing techniques during their self-portraits topic in Year 5.</li> </ul>	<p><i>What techniques can I use to create my own cityscape inspired by Gaudi?</i></p> <ul style="list-style-type: none"> <li>• To use sketch books to record observations and use them to review and revisit ideas</li> <li>• To include technical aspects in their work; e.g. architectural design.</li> <li>• To improve mastery of art and design techniques, including drawing, photography and printing</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> </ul>	<p><b>Artist's Work</b></p> <p><b>Week 1</b> – Research task. To explore the different architecture designed by Gaudi and develop sketching techniques to show light, tone and texture when drawing.  <b>Developing skills and experimenting</b>  <b>Week 2 &amp; 3</b> – To experiment with different printing techniques, including relief printing and intaglio printing, on different materials.  <b>Designing &amp; Planning</b>  <b>Week 4</b> – To photograph different aspects of Liverpool's cityscapes in order to create a Gaudi inspired print.</p>

		<ul style="list-style-type: none"> <li>To research about great artists, architects and designers in history: in this case - Gaudi.</li> </ul>	<p><b>Week 5</b> – To adapt and refine final sketch of cityscape. To create an accurate print design that is inspired by Gaudi's gothic designs.</p> <p><b>Making and presenting artwork</b></p> <p><b>Week 6</b> – To present final piece to class and evaluate own and others work.</p>
<p><b>Computing</b></p> <p><u>Games Creator</u></p>	<p><b>LSK2</b></p> <ul style="list-style-type: none"> <li>Children should have some knowledge of animation and the use of sounds, motion and effects.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>Children have completed coding modules from Y1 to Y5 so should have a good understanding of sequencing programs to create different themed environments</li> </ul>	<p><i>How can I create a game that others want to play?</i></p> <p>Children will learn to create their own games based on their own ideas.</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p>Children should continue to use technology safely, respectfully and responsibly</p>	<p><b>Week 1</b> – Pre-assessment and review of prior learning.</p> <p><b>Week 2</b> - To begin planning a game and describe the elements of a successful game.</p> <p><b>Week 3</b> - To design the game environment so that it fits with the selected theme.</p> <p><b>Week 4</b>- To design the game quest to make it a playable game, selecting the animations and sounds that the characters make.</p> <p><b>Week 5</b> – To finish and share the game, selecting the appropriate options to maximise the playability and clear instructions to guide the player.</p> <p><b>Week 6</b> - To self- and peer evaluate to help improve design in the future.</p>
<p><b>RE</b></p> <p><u>U.C. Creation or science: conflicting or complimentary?</u></p> <p><u>Humanism</u></p>	<p><b>LSK2</b></p> <ul style="list-style-type: none"> <li>Children have previous experience of studying different stories within the Bible, including the Old Testament in Y5.</li> <li>Children can make connections and comparisons between these stories and how Christians apply these to life situations.</li> <li>Children have explored the impact of different scientists on their daily lives.</li> </ul>	<p><i>Creation or science: conflicting or complimentary?</i></p> <ul style="list-style-type: none"> <li>Suggest what Genesis 1 might mean</li> <li>Compare this with ways in which Christians interpret it.</li> <li>Show understanding of why many Christians find science and faith go together.</li> </ul> <p><i>Humanism</i></p> <ul style="list-style-type: none"> <li>What do humanist celebrations tell us about the things humanists value?</li> <li>What do humanists value in life?</li> </ul>	<p><b>Week 1</b> - Pre-assessment. Outline the importance of Creation on the timeline of the 'Big Story' of the Bible.</p> <p><b>Week 2</b> – Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p><b>Week 3</b> - Taking account of the context, suggest what Genesis might mean, and compare ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p><b>Week 4</b> – Show understanding of why many Christians find science and faith go together.</p> <p><b>Week 5</b> - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p><b>Week 6 – Humanism</b> – To learn what humanist celebrations tell us about what humanists value. To know what humanists value in life.</p>
<p><b>Music</b></p>	<p><b>LKS2</b></p> <ul style="list-style-type: none"> <li>Playing - Children have previous experience playing and performing in solo and ensemble contexts. Start to explore the</li> </ul>	<p><i>How does music connect us with the environment?</i></p> <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> </ul>	<p>Throughout the 6 weeks, children will have the opportunity to improve understanding of musical elements, listen and respond to a range of songs, sing, play glockenspiel &amp; ukulele and perform as solo and ensemble. Singing and listening are at the</p>

<p><b>Charanga- Battle of the Bands</b></p>	<p>link between sound and symbol. •Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Improvisation - continue to explore and create your own responses melodies and rhythms</p>	<ul style="list-style-type: none"> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> </ul>	<p>heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, G#, Ab, A, Bb. The final week will be an end of unit performance for another class. Children will introduce their music professionally, and think about their audience and what they would like to see and hear.</p>
<p><b>PSHE</b>  <b>Jigsaw: Relationships / Online Relationships</b></p>	<p><b>LKS2</b> •Children have previously explored a topic on 'Relationships' in Y3/4. Children have discussed the meaning of key themes including: jealousy, love and loss, memories, getting on and falling out, girlfriends and boyfriends. Children have also explored celebrating relationships with people and animals. •Children have completed online safety modules during computing lessons covering a range of topics from Year 1 to Year 5.</p>	<p><i>How can my online presence affect my relationships?</i></p> <ul style="list-style-type: none"> <li>• Recognising Me</li> <li>• Safety with Online Communities</li> <li>• Being in and Online Community</li> <li>• Online Gaming</li> <li>• My Relationship with Technology: screen time</li> </ul>	<p><b>Week 1</b> – Baseline assessment. To develop an accurate picture of who I am as a person in terms of my characteristics and personal qualities. <b>Week 2</b> – To explain way to stay safe when using technology to communicate with my friends. <b>Week 3</b> – To understand how to become a responsible and safe member in online communities. <b>Week 4</b> - To understand and explain how to stay safe when playing games online. <b>Week 5</b> - To recognise and resist pressures when using technology in ways that may be risky or may cause harm to myself or others (focus on screen time). <b>Week 6</b> – To know and share where to seek advice to help with any issues that may arise online.</p>
<p><b>P.E</b>  <b>Gymnastics – Taught by LSSP P.E Coach</b></p>	<p><b>LKS2 Gymnastics</b> • Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements</p>	<ul style="list-style-type: none"> <li>• Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed</li> <li>• Choose actions, body shapes and balances from a wider range of themes and ideas</li> <li>• Adapt their performance to the demands of a task, using their knowledge of composition</li> <li>• Use basic set criteria to make simple judgements about performances and Suggest ways they could be improved</li> <li>• Be able to link and perform multiple sequential elements e.g. up to 8 understand the need for warming up and working on body strength, tone and flexibility</li> <li>• Lead small groups in warm-up activities;</li> </ul>	<p><b>Week 1</b> – To practise and refine key balances and body shapes; symmetrical and asymmetrical positions. <b>Week 2</b> – To travel around the gym demonstrating a variety of levels, low /medium / high and speeds while using different body parts; to understand the meaning of unison and be able to work in unison with a partner. <b>Week 3</b> – To demonstrate a range of shapes during flight. <b>Week 4</b> –To understand and demonstrate counter balance; to demonstrate counter balance in twos and show changes in shapes / level and body parts; to transfer sequence to apparatus. <b>Week 5</b> – To develop a sequence that will include a range of gymnastics actions, balances and jumps that demonstrates changes in level and speed <b>Week 6</b> - To develop my sequences that will include work from all our previous lessons; to perform and assess others' sequences</p>