

Year 5 Summer 1: Half termly planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p><b>International Creative Curriculum</b></p> <p>“You’re Hired!” Year 5 Enterprise Project</p>	<p><b>History of Trade and Money</b></p> <p>Children will learn about the history of money across the world and how these different currencies developed from the trading of different goods.</p> <p>Through a series of games and activities, children will learn about bartering, demand and accessibility to goods and how complex this can be within a real life scenario.</p>	<p><b>Globalisation</b></p> <p>Children learn about economic trade routes and the types of industry and resources across the world.</p> <p>They will explore the concept of globalisation and then positive and negative impacts this has on the economy, trade, culture, transport and communication.</p> <p>Write arguments on advantages and disadvantages of globalisation – link to English</p>	<p><b>Micro Economics</b></p> <p>Children are introduced to our ‘puppet project’.</p> <p>Children will form teams/business groups with their peers. These groupings will remain together until the end of the enterprise unit.</p> <p>New teams will then come up with a group name, slogan, and mission statement.</p> <p>Class monetary system is discussed and business groups created. Each group given a starter kit for their product and an allowance from the “bank”</p>	<p><b>Micro Economics</b></p> <p>In their teams, children will spend some time analysing a range of existing products, looking at the unique selling points of each.</p> <p>They will then conduct and analyse their own product research and collectively discuss and plan some ideas as a group.</p> <p>Based on their research, children will come up with some product designs and descriptions as well as a product name.</p>	<p><b>DT</b></p> <p>Children will discuss and communicate their ideas in a group and then create a prototype model using pattern pieces.</p> <p>Children will select the tools and materials they need to make their design thinking about cutting and joining their products – safe use of glue guns and different types of stitching etc.</p> <p>Teams will create their own logos to help advertise their product ranges.</p>	<p><b>DT</b></p> <p>Teams will continue with the production of their products. They will also create eye catching yet practical packaging for their puppets.</p> <p>Teams will have to finalise their finances, working out the total spent, amount spent per product, rrp of products etc.</p> <p><b>Dragon’s Den</b></p> <p>Children will ‘sell’ their product to a Team of Dragons – trying to secure an investment to help with future production.</p> <p>Groups will work on a sales pitch for their product – link to persuasive writing English</p>

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<p><b>English</b></p>	<p><b>Persuasive Texts</b></p> <p>To know the features and aims of adverts and understand how they use vocabulary, colour and image to attract an audience Create their own advert using those features for a product</p> <p><b>Grammar</b> Rhetorical questions Alliteration Different types of pronouns Emotive language</p> <p><b>Spelling</b> Homophones</p>	<p><b>Persuasive Texts</b></p> <p>To plan and design a product with a poster campaign thinking of catchy slogan/brand/image and audience. Review and finalise their design</p> <p>To write a persuasive argument for and against a subject familiar to them with emphasis on layout and structure of a letter and conjunctions</p> <p><b>Grammar</b> Use of paragraphs Conjunctions</p> <p><b>Spelling</b> -ious words</p>	<p><b>Persuasive Texts</b></p> <p>To create a storyboard for their own TV advert and voice their opinions.</p> <p>Children will evaluate what they hear, recall important features and identify different styles suited for the audience.</p> <p>Write a script for the group using persuasive features to advertise their product. . Perform it on the iPads for audience – link to ICT. Discuss where improvements could be made.</p> <p><b>Grammar</b> Verb types – imperatives and use of present tense</p> <p><b>Spelling</b> Words which are easily confused</p>	<p><b>Instructions</b></p> <p>To identify and understand the key features of instructional texts, including imperatives and evaluate its effectiveness Test out own sets of instructions</p> <p><b>Grammar</b> – Use of bullet points to mark chronological stages</p> <p><b>Spelling</b> Year 5 tricky spellings</p>	<p><b>Instructions</b></p> <p>To write instructions for making their product design. Think about how to use time, linking words to join ideas, presentation and layout.</p> <p><b>Grammar</b> Use of adverbs Sub headings and organisational devices</p> <p><b>Spelling</b> Silent Letters</p>	<p><b>Oral Presentations</b></p> <p>Children will explore the necessary skills to write, practice and deliver a formal, business-like presentation in front of a group of people.</p> <p>Working in their ICC Enterprise groups, children will take part in a variety of activities to help build confidence when performing.</p> <p>They will then prepare a well-structured and thorough presentation, where the responsibilities are shared between group members.</p> <p><b>Grammar</b> Main and subordinate clauses.</p> <p><b>Spelling</b> Personal Spellings</p>
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<p><b>Maths</b></p>	<p>Reflection and rotational symmetry</p> <p>Identify internal lines of symmetry on 2D shapes. Reflect shapes and patterns across horizontal, vertical and diagonal lines of symmetry.</p> <p>Identify a shape's rotational symmetry and draw new shapes after being rotated clockwise, anticlockwise and for varying degrees.</p>	<p>Multiplication and Division (Money and Measures)</p> <p>Multiply numbers by a one and two-digit number using a formal written method including short multiplication for two digit numbers. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared <sup>2</sup> and cubed <sup>3</sup></p> <p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</p>	<p>Addition and subtraction. (Money and Measures)</p> <p>Add and subtract number and decimals using formal written methods.</p> <p>Apply skills to problem solving exercises including money and measures.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use.</p>	<p>Properties of shape</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (o).</p> <p>Identify: angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90°</p>	<p>Properties of shape and Measurement</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Measure and calculate the perimeter of composite rectilinear shapes in centimeters and meters.</p> <p>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</p> <p>Estimate volume and capacity</p>	<p>Fractions</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Add, Subtract and Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p>
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<p><b>Science</b> <b>Life Cycle of a plant</b></p>	<p><b>Life cycles of plants.</b></p> <p>Children will explore and label different parts of a flower and learn about their functions. Dissecting flowering plants to locate the different parts studied.</p>	<p><b>Life cycles of plants.</b></p> <p>Children will learn that all plants reproduce and that flowering plants are usually pollinated by insects. Explore some of the more unusual methods of pollination in the plant world.</p>	<p><b>Life cycles of plants.</b></p> <p>Children are to consider conditions that might affect germination and growth of plants. Planning a fair test to compare the germination and growth of a packet of lettuce seeds.</p> <p>Children will know that plants need nutrition to live and will learn about the process of photosynthesis in green plants.</p>	<p><b>Life cycles of plants.</b></p> <p>To carry out the investigation across the class, measuring, monitoring, and comparing germination success and growth rates.</p> <p>Recording these results and comparing them across the year group</p>	<p><b>Life cycles of plants.</b></p> <p>Children will look to record the results from their test in a more visual way, using graphs and charts. They will also work out other statistical facts such as the percentage of germination and growth rate per day etc.</p>	<p><b>Life cycles of plants.</b></p> <p>Children will learnt that seeds can be dispersed in a variety of ways, including the more common methods of explosion, wind, water and animals. Practical handling and exploring different seeds.</p>
<p><b>Computing</b></p>	<p><b>Excel Spreadsheets</b></p> <p>Children to use their knowledge of Excel to work with and update the monetary data of a business. They will keep track of total spending, tax owed, wages owed etc. These skills will help them later in the term with their own enterprise groups.</p>	<p><b>Graphic Design</b></p> <p>Children will explore the features of successful graphic design and how best to create a still (non-moving) advert for a product. They will use the features of PowerPoint and Publisher to try and create an advert for an object chosen at random.</p>	<p><b>Graphic Design</b></p> <p>Children to try and turn their product logo designs into a digital format using a range of software including PowerPoint, paint and publisher. Children will also use several online picture editing websites to help with this.</p>	<p><b>Graphic Design</b></p> <p>Children to create a poster advertising their puppets. Poster to contain their group logo, slogan and picture of product.</p> <p><b>Excel Spreadsheets</b></p> <p>ICC groups will begin to keep a digital copy of their finances.</p>	<p><b>Excel Spreadsheets</b></p> <p>Children to use their knowledge of Excel to create and maintain a spreadsheet to keep an up-to-date record of their group's finances</p>	<p><b>Excel Spreadsheets</b></p> <p>Each group to finalise their finance sheets, ensuring that all their spending has been recorded, rrp's specified, tax calculated, and expected profits stated.</p>

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<b>PATHS</b>	<b>PATHS</b> Being a good friend	<b>PATHS</b> A problem shared is a problem halved	<b>PATHS</b> Problem solving treasure hunt – work as a team	<b>PATHS</b> Empathising with others	<b>PATHS</b> Choices – knowing the right choice to make	<b>PATHS</b> Peer pressure – knowing what I can do about it
<b>French</b>	<b>The Seasons</b> Children will explore and use some of the basic words and phrases to describe the seasons.	<b>The Seasons – Spring and Summer</b> Children will learn vocabulary to allow them to describe and explain why Spring or Summer may be their favourite season.	<b>The Seasons – Autumn and Winter</b> Children will play a variety of games to help them learn the vocabulary to be able to describe Autumn and Winter.	<b>The Seasons – The Date</b> Recap the months of the year and how to say the date.	<b>The Seasons – Songs and Games</b> Children will play a variety of games and learn songs to help them remember vocabulary associated with ‘the seasons’.	<b>The Seasons – Special Events</b> Children will learn about some of the special events across the world linked to the changing of the seasons.
<b>RE</b>	<b>What is humanism?</b> Children will explore the basics of humanism and its similarities with other organised religions.	<b>The golden rule.</b> Children will look at the humanist understanding of the golden rule and its prevalence in other major religions	<b>What makes humans special?</b> Children will consider what makes human beings unique, concentrating on their capacity for enquiry and understanding.	<b>Why should I be good?</b> Children will explore what it means to be good and the humanist justification for behaving this way.	<b>Why is happiness so important to humanists?</b> Children will consider what happiness is and its importance within modern day society	<b>Why do humanists celebrate new life?</b> Children will learn about how humanists celebrate new life, such as the birth of a child or a naming ceremony.
<b>Music</b>	Pupils will listen to Minuet in G by Bach. They will learn that a minuet is a type of dance. They will perform a simple minuet on the keyboards.	Pupils will learn how to dance a waltz. They will compare a waltz to the minuet learnt last week. They will listen to J. Strauss and perform an arrangement of the Blue Danube.	Pupils will learn about Beethoven and listen to his 5th Symphony. They will learn the word motif and perform an arrangement from Beethoven’s 5th Symphony	Pupils will learn about Mozart and listen to Serenade No. 13 for strings in G major. They will learn the term arpeggio and perform an arrangement of Eine Kleine Nachtmusik.	Pupils will listen to Pachelbel’s Cannon in G. They will learn the terms ostinato and ground bass. They will perform the ground bass and compose their own melody.	Pupils will listen to ‘Heart and Soul’ and compare it to Pachelbel’s Cannon in G. They will learn an arrangement of Heart and Soul and perform this as a duet.

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