

Year 5 Summer 2: Half termly planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
<p>International Creative Curriculum</p> <p>Enterprise Project</p> <p>The Mysterious Mayans!</p>	<p>Enterprise Project</p> <p>Teams will continue with the production of their products. They should be aiming to use all of the materials that they have purchased.</p> <p>Groups will also develop a range of packaging options for their product, thinking about price, practicality and the environmental impact.</p>	<p>Enterprise Project.</p> <p>Enterprise groups will present their products to a cohort of Year 4 children. The Year 4's will vote on their favourite groups. These votes will give enterprise groups an indication of popularity.</p> <p>Enterprise groups will also use this feedback to alter and improve their products and pitches ready for the Dragons Den.</p>	<p>Enterprise Project - Dragon's Den</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>	<p>To learn about the geography of the Mayan civilisation</p> <p>Using a selection of maps and atlases, children will firstly try to establish on a global level where the Mayan civilisation existed. Then using key information from the sources at their disposal they will try to describe this location and make informed decisions about why the Mayan civilisation settled in these areas.</p>	<p>To find out what daily life was like for the Mayans</p> <p>Children will learn about some of the different 'roles' within Mayan society and how life varied depending on social standing.</p> <p>To explore some of the artwork of the Mayan people and more recent artwork documenting their existence.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To find out what we know about the Maya from primary sources as well as the drawings of Frederick Catherwood.</p> <p>Discuss how the first explorers found Maya ruins in the 1800's and how would they have documented what they saw.</p>	<p>Investigate the Mayan systems and inventions and explore how they affect our lives today.</p> <p>To look at the Maya number system. How did the Maya count? How did their number system work? How does it compare to ours?</p> <p>Explore the Mayan calendar system and draw similarities and differences between this and our own.</p> <p>Look at other inventions from the Mayan people and see how these have changed throughout history.</p>	<p>To understand Maya religion and why their Gods were important to them.</p> <p>To consider similarities and differences between ancient religions and different religions today. To look at the characteristics of Maya gods and design their own.</p> <p>Learn about the importance of sacrifice and how this formed a significant part of Mayan worship.</p>

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<p>English</p> <p>Spelling and Grammar.</p>	<p>Midsummer Night’s Dream</p> <p>Identify old English words within a Shakespearean text, discuss their meaning and how this can be established. Explore further some of the origins of words and make links to invaders and settlers in Britain’s history.</p> <p>Explain that Shakespeare often has lots of different stories going on within his plays that are interwoven. Explore how this is the case in a Midsummer Night’s Dream.</p> <p>Grammar Recognising vocabulary structures that are appropriate for formal speech and writing – use of the subjunctive tense</p> <p>Spelling Tricky words – commonly misspelt words</p>	<p>Midsummer Night’s Dream</p> <p>Investigate how the scenes are set and how this influences the mood and atmosphere of the story</p> <p>Drama and role play. Hot seating chosen characters. Infer what characters are thinking.</p> <p>Look at translating Shakespearean text into modern day English.</p> <p>Grammar Use of inverted commas. Adverbs</p> <p>Spelling Words from the year 5 spelling list</p>	<p>Midsummer Night’s Dream</p> <p>Analyse dialogue – use of expression, body language, voice, gesture, mannerism, posture.</p> <p>Performance of chosen scenes with expression and understanding of plot and characters</p> <p>Spelling Words from the year 5 spelling list</p>	<p>Assessments Week</p> <p>Reading Comprehension Tests.</p> <p>Writing Assessment.</p> <p>SPAG Assessment</p> <p>Grammar Revise basic punctuation rules: capital letters, full stops, commas, question marks and exclamation marks. Reminders about expanded noun phrases and how best to create these.</p> <p>Spelling Near Homophones</p>	<p>Script Writing</p> <p>Looking at examples of scripts, children will identify common features of a good script.</p> <p>They will analyse stage directions and discuss how and why they are used.</p> <p>Grammar – Dialogue and how to change it into a play script</p> <p>Spelling Personal spellings</p>	<p>Script writing</p> <p>Children will begin to write scripts within groups thinking about skills learned – stage directions, special effects, description as well as how to set it out.</p> <p>Grammar Use of brackets and colons in scripts Stage directions</p> <p>Spelling Words from the year 5 spelling list</p>	<p>Script writing</p> <p>Working will their groups, children will perform their scripts in front of class.</p> <p>Peer feedback will be given to highlight excellent performances as well as suggesting some next steps for improvement.</p>
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<p>Maths</p>	<p>Fractions</p> <p>Children will learn to convert mixed numbers into improper fractions and vice versa.</p> <p>Recap on column multiplication and explore how this can be used with the multiplication of fractions and decimals.</p>	<p>Use of BIDMAS</p> <p>Children to explore longer equations and the necessity of a 'rule' in which to complete these questions.</p> <p>Discuss BIDMAS (brackets, indices, division, multiplication, addition and subtraction) and how this can be implemented within their maths</p>	<p>Measurement and Unit conversion.</p> <p>To recognise and estimate volume and understand that volume is measured in cubic centimetres.</p> <p>Children to solve word problems that involve the conversion of units</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p>	<p>Assessments Week</p> <p>Revision of methods of calculation. To solve problems involving Multiplication, division, addition and subtraction.</p> <p>Calculation Test</p> <p>Reasoning Tests</p>	<p>Geometry</p> <p>To measure and calculate the area and perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>To estimate the area of other polygons and explain our reasoning for this.</p>	<p>Statistics</p> <p>To solve comparison, sum and difference problems using information presented in various types of graph and chart.</p> <p>To focus on explaining our reasoning and communicating our mathematical steps.</p>	<p>Problem solving and Investigations</p> <p>Children will explore a variety of different problems whereby they have to use and apply their mathematical knowledge and thinking.</p> <p>This will involve some group work as well as individual investigative activities.</p>
<p>Science</p> <p>Forces</p>	<p>Gravity</p> <p>Children will be looking at gravity and the difference between weight and mass. Understand that we have weight due to the force of gravity acting on us. Estimating weight and use of Newton meters to measure the weight of</p>	<p>Upthrust</p> <p>Exploring upthrust as an upwards force acting on things in water. Comparing objects which float to those that sink with an introduction to force diagrams, beginning to look</p>	<p>Scientific Planning</p> <p>Planning an experiment in to forces, using elastic bands. Children will be working in groups to decide their own question to answer and identifying the dependent, independent and control variables in</p>	<p>Conducting an Investigation</p> <p>Children will be carrying out the experiment, taking precise measurements using a Newton meter. Children will repeat their measurements, record results, calculate mean averages and draw conclusions from</p>	<p>Displaying the results</p> <p>Children will be writing up the results of their experiments into a scientific poster. This should summarise the outcomes and findings of their experiment as well as attempting to explain 'why' they have found what they have.</p>	<p>Force Diagrams</p> <p>Looking at force diagrams in more detail. Children will be challenged to label the forces acting on an object in various everyday examples, using appropriate sized arrows to indicate balanced and unbalanced forces.</p>	<p>Consolidation</p> <p>Recap of learning this half-term through a range of activities, including use of 'Quizbusters' to recap terminology learned in this and previous</p>

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	different objects.	at balanced and unbalanced forces. Use of Newton meters to measure the weight of objects in water in order to calculate the upthrust acting on the object. Explore ways of increasing or decreasing the upthrust on an object.	order to plan a fair test.	their data.			years.
Computing	<p>E-Safety and Information Retrieval</p> <p>Re-examining some of the fundamental rules when using the internet.</p> <p>Explore and discuss internet search strategies</p> <p>Understand how to locate relevant and useful information</p>	<p>Drugs Education</p> <p>Children will use a variety of online tools, resources, games and quizzes to learn about drugs education.</p>	<p>Enterprise Project</p> <p>Children will use Excel to update and finalise the finances from their enterprise projects. They will calculate total spending, tax and profit margins</p>	<p>Researching aspects of the Mayan Civilisation and Presenting findings.</p> <p>Working in groups, children are to research a different aspect of the Mayan civilisation such as food and farming, war, religion and sacrifice.</p> <p>They will present their findings using PowerPoint.</p>	<p>Researching aspects of the Mayan Civilisation and Presenting findings.</p> <p>Continuing Research and group work.</p> <p>Children will be taught some of the different features of PowerPoint and how to create and effective presentation.</p>	<p>iPads</p> <p>Using I-Movie, children will create their own trailer for a Mayan myth/story.</p>	<p>Movie Day</p> <p>Children to present their Mayan videos to rest of the class. Peer feedback to be given in relation to videos.</p>

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PSHE	<p>Drugs Education: Legal and Illegal Drugs.</p> <p>Children will explore a range of legal and illegal drugs learning about their risks and effects.</p>	<p>Drugs education: Attitudes to Drugs</p> <p>Children will explore different beliefs and attitudes towards drug use and drug users.</p>	<p>Drugs education: Peer Pressure.</p> <p>Children will consider strategies to resist peer pressure. Links to drugs education.</p>	<p>PATHS</p> <p>Dealing With Gossip</p>	<p>PATHS</p> <p>Rejection and Exclusion</p>	<p>PATHS</p> <p>Stereotypes and Discrimination</p>	<p>PATHS</p> <p>Authority.</p>
French	<p>The Environment</p> <p>The Weather – Children will learn phrases for ‘it is raining’ as well as other common weather phrases.</p>	<p>The Environment</p> <p>The Pond – Children will learn words and phrases to describe some of the wildlife commonly found in a garden pond.</p>	<p>The Environment</p> <p>The Garden – Children will learn the French names for creatures that live in a typical garden.</p>	<p>The Environment</p> <p>In the garden – Children will explore phrases of things they commonly enjoy doing in the garden such as playing football, climbing trees and playing in the sandpit.</p>	<p>The Environment</p> <p>Recycling – Children will learn about recycling and how to ask whether or not certain items can be recycled.</p>	<p>The Environment</p> <p>Story – Children will learn the story of Pierre the Fish and his journey to help protect the environment.</p>	<p>The Environment</p> <p>Children will recap vocabulary learnt during the half term and play a variety of games to help consolidate this knowledge.</p>
RE	<p>Philosophy For Children</p> <p>Children will explore a variety of different philosophical and debatable topics. They will be asked to form well-reasoned thoughts and ideas and share these with their peers. They will also be asked to form rebuttals to others ideas and suggestions.</p>						
Music	<p>Pupils discuss different starting points which inspire composition. They watch a silent movie with musical accompaniment and discuss ways in which the music reflects its purpose. Pupils devise</p>	<p>Pupils devise a story board for the film The Society Raffles. They perform some atmospheric music to match the story board. They listen to</p>	<p>Pupils play an acting game to rehearse different ways to reflect music with mime. They compose a piece of music to reflect a cartoon strip. They perform</p>	<p>Pupils watch a silent movie which will be a starting point for compositions. They work out a plan and spot where sound effects should occur. Pupils select different instruments they feel</p>	<p>Pupils begin to compose music to accompany the film from last week’s lesson. They develop their ideas using a story board. They perform to the class who suggest ways to improve their</p>	<p>Pupils will continue to refine and develop their music to accompany the silent film.</p>	<p>Pupils refine their compositions from last week. They match their performances to the film. They perform and</p>

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	a notation system to describe the music in the film.	different pieces of music composed for different purposes and discuss their effectiveness.	and appraise their compositions.	would be suitable to use to create sound effects for the film.	work		appraise each other's work.
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