

Year 5 Summer 1: Half termly planning

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p>International Creative Curriculum</p> <p>“You’re Hired!” Year 5 Enterprise Project</p>	<p>History of Trade and Money</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>Globalisation</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>Micro Economics</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>Micro Economics</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>DT</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>DT</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>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>

Take One Book Week

At the end of this half term we will be having our exciting Take One Book Week! Each class will study a different short story/picture book and will base their entire curriculum around this. Children will engage in a variety different activities including Maths, English, History, Geography, Art and more...

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<p>English</p>	<p>Persuasive Texts</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>Grammar Rhetorical questions Alliteration Emotive language Different types of pronouns</p> <p>Spelling Words ending in –ant, -ance, -ancy</p>	<p>Persuasive Texts</p> <p>Children are introduced to our ‘puppet project’.</p> <p>Children will form teams/business groups with their peers for the project and, within their teams, will work on developing and writing a formal contract.</p> <p>Groups will decide on their core values, aims and vision for their ‘business’, using these to write a formal mission statement.</p> <p>Grammar Use of paragraphs Bullet Points Formal vs informal language, including apostrophes for omission.</p> <p>Spelling Words ending in –ant, -ance, -ancy</p>	<p>Persuasive Texts</p> <p>We will be exploring toy adverts through a range of media, looking at and discussing the idea of gender bias in adverts.</p> <p>Thinking more about their end products, groups will consider how to create a gender-neutral persuasive advert which will appeal to both children and parents by making the product appear fun, high quality, educational / creative etc.</p> <p>Grammar Rhetorical questions Alliteration Emotive language</p> <p>Spelling Words ending in <i>shus</i> spelt –cious</p>	<p>Instructions</p> <p>We will look at the importance of clear and concise language and sentence structure to avoid ambiguity. We will look at how things might turn out when language used isn’t clear!</p> <p>Through analysing a range of instructions, we will identify the key features of successful instructional texts, including use of imperative verbs and appropriate text layout.</p> <p>Grammar – Use of bullet points to mark chronological stages Imperative verbs</p> <p>Spelling Words ending in <i>shus</i> spelt –cious</p>	<p>Instructions</p> <p>We will be writing a clear set of instructions for making our product design, thinking about how to use time conjunctions, linking words to join ideas, presentation and layout as well as being very careful to avoid ambiguous language and sentence structure.</p> <p>Grammar Imperative verbs. Adverbs Sub headings, bullet points and other organisational devices</p> <p>Spelling Words ending in <i>shus</i> spelt – tious.</p>	<p>Oral Presentations</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>Grammar Main and subordinate clauses.</p> <p>Spelling Words ending in <i>shus</i> spelt – tious.</p>
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Maths	Place Value	Fractions	Fractions, Decimals and Percentages.	Multiplication and Division	Converting Units of Measure	Properties of shape and measurement
	<p>Children will recap on some of the fundamentals of place value and explore how this concept runs through many different aspects of the mathematical world.</p> <p>They will interpret positive/negative numbers as well as decimals to accurately identify the value of each digit.</p> <p>Children will have to apply their knowledge of place value to a variety of reasoning based activities including rounding, number lines, scales and Roman Numerals.</p>	<p>Children will 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>	<p>Children will learn how to confidently convert between fractions, decimals and percentages and to recognise equivalents between them.</p> <p>They will be able to find fractions of a number using their knowledge of division.</p> <p>Children will also learn how to find percentages of a number to help solve real life, multistep problems.</p>	<p>Children will recap how to multiply by one and two-digit numbers using formal columnar methods.</p> <p>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.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared ² and cubed ³</p> <p>Solve reasoning and multi-step problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</p>	<p>Children will learn to multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>They will then use this knowledge to help convert between different metric units of measure such as mm, cm, m and km.</p> <p>Children will also explore converting between less common (but regularly used) imperial units of measure such as miles, feet, inches, pounds and ounces.</p>	<p>Use the properties of rectangles to deduce related facts and find missing lengths and angles. Children to extend this knowledge to problems involving area and perimeter.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Children to accurately estimate and measure angles using a protractor. They will also be able to work our missing angles based on their mathematical knowledge of different shapes.</p>

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<p>Science</p>	<p>Life Cycles. (Animals)</p> <p>How do we know if something is alive? Children will explore which life processes common to all organisms.</p> <p>Examine the acronym MRS GREN and identifying how we can be sure a creature really is 'alive'.</p>	<p>Life Cycles. (Animals)</p> <p>Children will recap the key life processes and identify how they relate to different organisms, including plants and animals.</p>	<p>Life Cycles. (Animals)</p> <p>Children will learn about a range of different animal lifecycles and how these differ depending on the species.</p> <p>Relate these life cycles back to the key life processes to see how they can change.</p>	<p>Life Cycles. (Animals)</p> <p>Technical language associated with characteristics of organisms and their classification. Use of branching keys to identify the class an organism belongs to. Looking at some exceptions. Physical appearance vs genetics.</p>	<p>Life Cycles. (Animals)</p> <p>Investigating and exploring how different habitats, biomes and climates can affect the life cycles of animals. Compare and contrast similar creatures from 2 different habitats/climates.</p>	<p>Life Cycles. (Animals)</p> <p>Looking in more depth at the characteristics of different classes of organisms, including reproduction and the stages of their lives. Including mammals, reptiles, fish and insects. We will be exploring plant life cycles in depth after half term. Games to recap vocabulary covered in this unit.</p>
<p style="text-align: center;">This half term children will be learning about RSE (Relationship and sex education).</p> <p>The main focus of RSE in Year 5 is about the changes people go through as they grow up and go through puberty. Children will learn about the changes both boys and girls will experience and how to manage and cope with these changes. We will explore matters of personal hygiene and how to stay healthy whilst growing into young adults. In addition to this, children will engage in lessons focussed around body image, social media and social 'expectations'.</p>						

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<p>Computing</p>	<p>Excel Spreadsheets</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>Graphic Design</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>Graphic Design</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>Graphic Design</p> <p>Children to create a poster advertising their puppets. Poster to contain their group logo, slogan and picture of product.</p> <p>Excel Spreadsheets</p> <p>ICC groups will begin to keep a digital copy of their finances.</p>	<p>Excel Spreadsheets</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>Excel Spreadsheets</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>
<p>PATHS</p>	<p>PATHS</p> <p>Being a good friend</p>	<p>PATHS</p> <p>A problem shared is a problem halved</p>	<p>PATHS</p> <p>Problem solving treasure hunt – work as a team</p>	<p>PATHS</p> <p>Empathising with others</p>	<p>PATHS</p> <p>Choices – knowing the right choice to make</p>	<p>PATHS</p> <p>Peer pressure – knowing what I can do about it</p>
<p>French</p>	<p>The Seasons</p> <p>Children will explore and use some of the basic words and phrases to describe the seasons.</p>	<p>The Seasons – Spring and Summer</p> <p>Children will learn vocabulary to allow them to describe and explain why Spring or Summer may be their favourite season.</p>	<p>The Seasons – Autumn and Winter</p> <p>Children will play a variety of games to help them learn the vocabulary to be able to describe Autumn and Winter.</p>	<p>The Seasons – The Date</p> <p>Recap the months of the year and how to say the date.</p>	<p>The Seasons – Songs and Games</p> <p>Children will play a variety of games and learn songs to help them remember vocabulary associated with 'the seasons'.</p>	<p>The Seasons – Special Events</p> <p>Children will learn about some of the special events across the world linked to the changing of the seasons.</p>

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RE	Children will learn about and explain the key beliefs of Islam and relate them to their own beliefs.	Children will be able to explain some of the key ideas about the Hajj	Children will learn about and explore the steps in the Hajj and what they mean to Muslims.	Children will use their knowledge about the Hajj creatively to create a diary, comic book strip, or poster.	Children will further explore why the Hajj so important to Muslims.	Children will reflect on what they have learnt about Muslim beliefs and relate them to their own.
Music	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.