

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>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 to ensure that their business is efficient and maximises profit.</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 and this will give businesses an idea of project sales and overall popularity of their ideas.</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 before presenting – 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. 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>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 – cious.</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>	<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 Words ending in <i>shus</i> spelt – tious.</p>	<p>Assessments Week</p> <p>Reading Comprehension Tests.</p> <p>Writing 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 Words ending in <i>shul</i> spelt – tial and -cial</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 for speech.</p> <p>Spelling Words ending in <i>shul</i> spelt – tial and -cial</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>Grammar Recognising the key features of play scripts and how these vary to regular stories.</p> <p>Spelling Tricky spellings and words from the Year 5 spelling list.</p>
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<p>Maths</p>	<p>Geometry</p> <p>Children will learn how to accurately measure and draw angles using a protractor. They will also learn how to calculate missing angles based on known mathematical facts.</p> <p>Children will also learn about the properties of different 2D shapes including their internal angles and concepts such as parallel and perpendicular lines.</p>	<p>Statistics and Data Handling</p> <p>Children will learn to directly retrieve information from the graphs as well as predicting answers based on data trends.</p> <p>In addition to this, children will learn how to solve tables and with missing values.</p> <p>Time</p> <p>Children will recap how to read analogue and digital time. They will accurately convert between 12 and 24 hour times. Using this knowledge, children will attempt to solve a variety of questions based on time intervals and time conversions.</p>	<p>Fractions, Decimals and Percentages</p> <p>Children will recap how to find fractions of a number as well as adding, subtracting and multiplying fractions.</p> <p>They will convert between fractions, decimals and percentages, finding equivalents and ordering them.</p> <p>Children will learn to calculate percentages of a number.</p>	<p>Calculation</p> <p>Children will revisit the written methods for addition, subtraction, multiplication and division. They will apply this knowledge to a variety of different calculation, reasoning and problem solving activities.</p> <p>In addition to this, children will recap multiplying and dividing by 10, 100 and 1000.</p>	<p>Assessments Week</p> <p>Calculation Paper</p> <p>Reasoning Paper A</p> <p>Reasoning Paper B.</p>	<p>Assessment Review</p> <p>Based on the outcomes of the previous week's assessments, children will recap those areas that proved most difficult.</p> <p>Children will engage in a variety of calculation and reasoning based problems to help secure these areas of Maths.</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>
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<p>Science Forces</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>Consolidation</p> <p>Recap of learning this half-term through a range of activities, including use of 'Quizbusters' to re-examine terminology learned in this and previous years.</p>
<p>Computing</p>	<p>Enterprise Project</p> <p>Children will use Microsoft Publisher and PowerPoint to create an advertising poster for their Enterprise groups.</p>	<p>Enterprise Project</p> <p>Children will use Microsoft Publisher and PowerPoint to create an advertising poster for their Enterprise groups.</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 an effective presentation.</p>	<p>Ipads – 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	Drugs Education: Making informed choices around smoking and alcohol – understanding the implications of addiction.	Drugs education: How to keep safe and assert myself when thinking of the rules/laws on drugs.	PATHS Learning to manage and cope with change	PATHS Learning to manage and cope with change	PATHS Building long lasting friendships	PATHS Building long lasting friendships	PATHS Reflecting upon our successes over past year.
<p>This half term children will be learning about RSE (Relationship and sex education). 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>							
French	Use knowledge of known words and phrases to help understand an unfamiliar song.	Listen to an unfamiliar story and identify known words	Understand and use action words. Learn a French song and identify familiar vocabulary	To be able to find and write missing words from a familiar text.	To write a French song using familiar vocabulary	To understand why countries choose animal symbols to represent them.	To play a variety of games which rely on French vocabulary being used.
RE	What is humanism? Children will explore the basics of humanism and its similarities with other organised religions.	The golden rule. Children will look at the humanist understanding of the golden rule and its prevalence in other major religions	What makes humans special? Children will consider what makes human beings unique, concentrating on their capacity for enquiry and understanding.	Why should I be good? Children will explore what it means to be good and the humanist justification for behaving this way.	Why is happiness so important to humanists? Children will consider what happiness is and its importance within modern day society.	Why do humanists celebrate new life? Children will learn about how humanists celebrate new life, such as the birth of a child or a naming ceremony.	What other events do humanists celebrate? Children to explore other celebrated events and how this compares to other religions and views.

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Music	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 a notation system to describe the music in the film.	Pupils devise a story board for the film The Society Raffles. They perform some atmospheric music to match the story board. They listen to different pieces of music composed for different purposes and discuss their effectiveness.	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 and appraise their compositions.	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 would be suitable to use to create sound effects for the film.	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 work	Pupils will continue to refine and develop their music to accompany the silent film.	Pupils refine their compositions from last week. They match their performances to the film. They perform and appraise each other's work.