Stratford upon Avon Primary Planning – Medium Term copywrite@tparton2021

Year 5:

Summer Term 2021 – 1st half

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| Lesson/Date | Week 1  25th April | Week 2  2nd May | Week 3  9th May | Week 4  16th May | Week 5  23rd May |
| Visits/Visitors/  Other Info | Digital Leaders- finish video and retrieve all iPad leads/ number cables and iPad/computer room clean up.  All students to log on through WeLearn to Purple Mash this week.  28th April -Purple Mash CPD | Digital Leaders  Art book trawls  PE drop ins  2nd May Year 5 Pupil Progress  Grounds day- bring a flower to school | Mash Club  PSHE book trawls  Jubilee trail  Mental Health Awareness Week  14TH PSHE Workshop | Mash Club  Pupil well-being survey  Art drop in and learning environment  iPad- clear photos ready for update. | Mash Club  PSHE drop in  24th Digital Leaders online parent workshop  Parents in school for Jubilee Trail  27th All – News Letter  Update iPad |
| Spellings and GPS |
| **Spelling rule:**  27-These words are homophones or near homophones. | **Spelling rule:**  28-These words are homophones or near homophones. | **Spelling rule:**  29-These words are homophones or near homophones. | **Spelling rule:**  30- Challenge Words | **Spelling rule:**  31- Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel  letter and the root word also begin with one. |
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| **Sentences** – **Commas**  Using Commas in Lists,  Adverbials and Clauses | **Sentences –Cohesion**  Pronouns to avoid repetition  Relative clauses | **Sentence**- **Cohesion**  Adverbials  Parenthesis for clarity | **Sentence-Cohesion**  Concise Noun phrases  Using devices to build cohesion | **Sentence-Prefixes**  Adding ‘de,dis.mis  Adding re and over |
| English | **Writing focus/ purpose: To inform -recount**  **VIPERS- Secrets of Sun King**  **Chapter 1/2**  Children to write a recount based on the short clip ‘The Egyptian Pyramids’ from Literacy Shed.  **Planning week**  Recall the main events on a story board.  Character profile- role on the wall  Mind map vocabulary.  **Grammar and sentences recap**    Subordinate conjunctions  Expanded noun phrases  Relative clauses  Adverbials  Conjunctions | **Writing focus/ purpose: To inform -recount**  **VIPERS- Secrets of Sun King**  **Chapter 3/ 4**  Children to write a recount based on the short clip ‘The Egyptian Pyramids’ from Literacy Shed.  **Recount write up**  Use **FANTASTIC** to create an opening paragraph.  Paragraph planning 1-2  Paragraph planning 3-4  Paragraph write up  First person  Past tense  Chronological order  Descriptive language  **Punctuation recap**  Brackets  Dashes  Semi-colons  Colons  commas | **Writing focus/ purpose: To persuade-letter**  **VIPERS- Secrets of Sun king Chapter 5/6**  Children to write a persuasive letter based on chapter 3 of the Secrets of Sun King.  **Planning/write up**  2nd person  Planned repetition  Adjectives for positive description  Identifying features of a letter  Identifying persuasive language  Paragraph planning 1-2  Paragraph planning 3-4  Edit and improving  Paragraph write up  **Grammar and sentences recap**  Imperative/modal verbs  Adverbials  Short sentences  Subject form | **Writing focus/ purpose: To Inform**-**Biography**  **VIPERS- Secrets of Sun King Chapter 7/8**  Children to write a biography based on Hatshepsut’.  **Planning**  Features of a biography Hatshepsut profile  Sentences built around an image  FANTASTIC sentences  Subheadings  **Grammar and sentences recap**    Subordinate conjunctions  Expanded noun phrases  Relative clauses  Adverbials  Conjunctions | **Writing focus/ purpose: To Inform-Biography**  **VIPERS- Secrets of Sun King Chapter 9/10**  Children to write a biography based on Hatshepsut’.  **Biography write up**  Paragraph planning 1-2  Paragraph planning 3-4  Paragraph planning 5/6  Edit and improving  Paragraph write up  Images  **Punctuation recap**  Brackets  Dashes  Semi-colons  Colons  commas |
| Maths | **Unit: Decimals**  Adding decimals within 1  Subtracting decimals within 1  Complements to 1  Adding decimals- crossing the whole  Adding decimals with the same number of decimal places | **Unit: Decimals**    Subtracting decimals with the same number of decimal places  Adding and subtracting decimals with the same number of decimal places problem solving  Adding decimals with different number of decimals places  Subtracting decimals with different number of decimals places  Adding and subtracting decimals with a different number of decimal places problem solving | **Unit: Decimals**  Adding and subtracting wholes and decimals  Decimal sequences  Multiplying decimals by 10, 100 and 1,000  Dividing decimals by 10, 100 and 1,000  **Unit: Property of Shape**  Identify angles | **Unit: Property of Shape**  Compare and order angles  Measuring with a protractor (1)  Measuring with a protractor (2)  Drawing lines and angles accurately  Calculating angles on a straight line | **Unit: Property of Shape**  Calculating angles around a point  Triangles and quadrilaterals  Calculating lengths and angles in shapes  Regular and irregular polygons  Reasoning about 3-D shapes |
| Science | **Science focus: Living Things and their Habitats**  -To dissect and label the parts of a flowering plant, including male and female structures.  -To research the life cycle and reproduction of a flowering plant. | **Science focus: Living Things and their Habitats**  -To learn about processes of natural and artificial asexual reproduction in plants  -To investigate artificial forms of asexual reproduction in plants | **Science focus:** **Living Things and their Habitats**  -To learn about the lifecycle and reproduction of amphibians and insects  -To sketch a detailed & annotated zoological illustration of the lifecycle and reproduction of an amphibian and insects | **Science focus: Living Things and their Habitats**  -To learn about the lifecycle and reproduction of mammals and birds  -To sketch a detailed and annotated zoological illustration of the lifecycle and reproduction of a mammal and bird | **Science focus: Living Things and their Habitats**  -To research the life cycles of a contrasting bird, insect, amphibian and plant  -To record life cycles in the form of annotated scientific illustrations |
| ART/D & T | **ART/D & T**  **Tomb Artefacts**  Draw detailed, colourful pictures of decorative artefacts found in Tutankhamun’s tomb. Look at other ancient Egyptian artworks and identify artistic styles that were popular at the time. Make a note of any common symbols, including the use of line, shape and colour, explaining how they have developed over time. | **ART/D & T**  **Jubilee Trail decorations**  Create a wonderful piece of collaborative class artwork  for the Queen’s Platinum Jubilee. | **ART/D & T**  **Making Jars and Containers**  Look at a range of jars and containers from ancient Egypt and find out what materials they were made from. Draw their shape and form, then use clay to make a jar or container that could be used in an ancient Egyptian home to carry water or store food. | **ART/D & T**  **Hieroglyphics**  Learn how to write like an ancient Egyptian. Find out about the work of a scribe, including the tools of their trade and their special role in ancient Egyptian society. Practise writing in hieroglyphics and create a special cartouche with their name on it to wear as a pendant. Sketch ancient designs, then make an amulet using soft wire, beading and clay. | **ART/D & T**  **Creating nemes**  Use images in books or online to investigate the famous ancient Egyptian headwear, the nemes. Sketch the nemes from different perspectives and capture details, such as its shape, pattern and form. Make a nemes using fabric, card and gold and blue craft foils. Model the finished item and take a final photo. |
| Topic | **Topic: Geography**  **Key text- Hatshepsut**  **Where is Egypt**  Locate Egypt on a world map. Use online maps and other information sources to describe Egypt’s landscape, surrounding countries and seas, climate, and significant geographical features, such as the River Nile. Locate important places, such as Cairo, Giza and the Valley of the Kings, where Tutankhamun’s tomb was found. Make a sketch or digital map of Egypt, mark its significant features and add a key for reference. | **Topic: History-**  **Key text- Hatshepsut**  **Howard Carter**  Look at information about Howard Carter. Watch BBC short clip about Howard Carter.  Children to take notes about significant findings and facts about his life.  Children to create a fact file. | **Topic: Geography**  **Key text- Hatshepsut**  **Tutankhamun’s Tomb**  Look at photos of, and information about, the contents of Tutankhamun’s tomb. Generate questions about the contents and write them on sticky notes. Consider what these artefacts and objects might tell them about the ancient Egyptians and the boy pharaoh. Think about and articulate the information that the objects and artefacts cannot tell them. | **Topic: Geography**  **Key text- Hatshepsut**  **The Important of The Nile**  Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Sketch a map or 3-D diorama of the Nile, locating towns and cities along its course. | **Topic: Geography**  **Key text- Hatshepsut**  **Tourist Guide**  Write a tourist’s guide to Egypt, detailing key monuments and locations that they would recommend visiting. Include information about the climate, currency, leisure activities and language. |
| PE-Paddock | **Tuesday:** Athletics- Fundamentals  **Thursday:** Tag Rugby | **Tuesday: Athletics-** Sprint Start  **Thursday:** Tag Rugby | **Tuesday: Athletics-** Endurance running  **Thursday:** Tag Rugby | **Tuesday: Athletics-**jumping for height  **Thursday:** Tag Rugby | **Tuesday: Athletics-**The fling throw  **Thursday:** Tag Rugby |
| Music-Charanga | **Charanga**: Dancing in the Street  **Step 1** Listen and appraise-Dancing in the Streets | **Charanga**: Dancing in the Streets  **Step 2** Listen and appraise- I can’t help myself (Sugar Pie, Honey Bunch) by The Four Tops | **Charanga**: Dancing in the Streets  **Step 3** Listen and appraise -I Heard it Through the Grapevine | **Charanga**: Dancing in the Streets  **Step 4** Listen and appraise -Ain’t No Mountain High Enough | **Charanga**: Dancing in the Streets  **Step 5** Listen and appraise-You Are the Sunshine of My Life |
| Computing-Purple Mash | **Unit 5.5 Game Creator:** **Setting the scene.**  • Children can review and analyse a computer game.  • Children can describe some of the elements that make a successful game.  • Children can begin the process of designing their own game.  . | **Unit 5.5 Game Creator:** **Creating the Game Environment**  • Children can design the setting for their game so that it fits with the selected theme.  • Children can upload images or use the drawing tools to create the walls, floor, and roof. | **Unit 5.5 Game Creator:** **The Game Quest**  • Children can design characters for their game.  • Children can decide upon, and change, the animations and sounds that the characters make. | **Unit 5.5 Game Creator:** **Finishing and Sharing**  • Children can make their game more unique by selecting the appropriate options to maximise the playability.  • Children can write informative instructions for their game so that other people can play it. | **Unit 5.5 Game Creator:** **Evaluation**  • Children can evaluate my their own and peers’ games to help improve their design for the future. |
| RE-  SACRE | **U2.6 What does it mean to be a Muslim in Britain today?**  Find out what pupils already know about Islam (e.g. from key question 1.2); how  many Muslims do they think there are in Britain and in your local area? Find out and  talk about the information from the 2011 Census. | **U2.6 What does it mean to be a Muslim in Britain today?**  Explore the practice, meaning and significance of the Five Pillars of Islam as an  expression of ibadah (worship and belief in action). Shahadah (belief in one God and  his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj  (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? | **U2.6 What does it mean to be a Muslim in Britain today?**  Consider the importance of the Holy Qur’an for Muslims: how it was revealed to the  Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and  teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet’s Night  Journey). Find out about people who memorise the Qur’an and why (hafiz, hafiza). | **U2.6 What does it mean to be a Muslim in Britain today?**  Reflect on what forms of guidance pupils turn to when they need guidance or advice,  and examine ways in which these are different from the Qur’an for Muslims. | **U2.6 What does it mean to be a Muslim in Britain today?**  Investigate the design and purpose of a mosque/masjid and explain how and why  the architecture and activities, such as preparing for prayer, reflect Muslim beliefs. |
| PSHE-Jigsaw | **Unit: Relationships**  **Recognising me:** I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities  I know how to keep building my own self- esteem | **Unit: Relationships**  **Safety with online communities**: I can recognise when an online community feels unsafe or uncomfortable  I understand that belonging to an online community can have positive and negative consequences | **Unit: Relationships**  **Being in an online community:** I understand there are rights and responsibilities in an online community or social network  I can recognise when an online game is becoming unhelpful or unsafe | **Unit: Relationships**  **Online Gaming:** I know there are rights and responsibilities when playing a game online  I can recognise when an online game is becoming unhelpful or unsafe | **Unit: Relationships**  **My relationship with technology-screen time:** I can recognise when I am spending too much time using devices (screen time)  I can identify things I can do to reduce screen time, so my health isn’t affected |
| MFL-French | **Unit: Clothes**  To introduce the aim of the unit Les Vêtements and to learn ten new nouns and articles for items  of clothing. | **Unit: Clothes**  To continue with introduction of the next eleven items of clothing. | **Unit: Clothes**  To consolidate all the vocabulary for clothing and introduce the verb structure ‘I wear’ - je porte | **Unit: Clothes**  To look more closely at adjectival agreement by describing clothes in terms of colour. | **Unit: Clothes**  Possessive adjectives in French and apply this knowledge -packing their suitcase for a holiday. |