



**YEAR 5**  
**SUMMER TERM 1**  
**MEDIUM TERM PLAN**

**MATHEMATICS**

Geometry – properties of shape.

The children will:

Identify 3D shapes, including cubes and other cuboids, from 2D representations

Use the properties of rectangles to deduce related facts and find missing lengths and angles

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

Draw given angles, and measure them in degrees

Identify: angles at a point and one whole turn; angles at a point on a straight line and a turn; other multiples of 90

Geometry - Position and Direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

Continuous objectives

-Solve number problems and practical problems.

**MATHEMATICS – BASIC SKILLS**

The children will:

-recall multiplication and division facts for tables up to 12 x 12

-solve addition and subtraction multi-step problems in context.

**ENGLISH**

**Recounts**

The children will:

Watch and re-watch the film The Piano by Aidan Gibbons. Use key points in the film to discuss features and themes. Explore approaches made by the film maker to create moods, pace and viewpoint.

Form opinions and use textual evidence from a film to support and justify responses. Demonstrate that they can infer authors' perspectives.

Work as part of a group to use drama strategies to explore characters in depth. Devise questions to ask the main characters and work in role to explore more complex emotional issues. Demonstrate growing understanding of characters by writing a short conversation at a key point in the film using the conventions of speech punctuation.

**Writing/Presentation**

Develop a story board for the narrative by capturing and importing key images into a presentation program. Write their own version of The Piano, organising writing into paragraphs, and create a multimodal presentation of this version including images, voiceover, soundtrack and written text. Demonstrate that they can manipulate narrative structure. Reflect critically on writing and edit and improve it. Plan, draft, edit and review. Produce their own version of a script.

**SPELLING**

Words ending in – able and - ible

Adding suffixes beginning with vowel letters to words ending in –fer

**Persuasive Writing**

The children will be:

Identify and display the features of contrary arguments. Read and evaluate letters, for example from newspapers or magazines, intended to inform, protest, complain, persuade, considering how they are set out, and how language is used (e.g. to gain attention, respect, manipulate).

Read a range of persuasive texts.

Identify the features of a persuasive text. Collect and investigate use of persuasive devices such as, persuasive definitions, rhetorical questions, pandering, condescension, concession, deliberate ambiguities. Understand the technical vocabulary for persuasive techniques. Include incidental writing opportunities.

**Writing/presentation**

Draft and write individual, group or class persuasive letters for real purposes, for example put a point of view, comment on an emotive issue, protest; edit and present to finished state. Write a commentary on an issue on paper or screen, for example as a news editorial or leaflet, setting out and justifying a personal view. Use structures from reading to set out and link points (e.g. numbered lists, bullet points).

Plan, draft, edit and review. Produce contrary arguments choosing a range of appropriate text types, applying all the learning from this block.

**GRAMMAR AND PUNCTUATION**

The children will learn how to:

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Text
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

**RE**

**COME AND SEE**

Pentecost – Transformation  
The transforming power of the holy spirit.  
- Hinduism –  
To research Hindu gods.

**PE**

**Dance**

Children will be taught:  
To perform dances using a range of movement patterns

**MUSIC**

None this half term.

**FOUNDATION**  
**SUBJECTS**

**SCIENCE**

**Animals including humans**

Describe the changes as humans develop to old age.  
Explain how babies grow and develop.  
Describe the main changes that occur during puberty.  
Identify the changes that happen in old age.  
Research gestation periods for animals.

**GEOGRAPHY**

**South America**

Locating and identifying countries, cities and landmarks in South America on a map and the surrounding oceans. Investigating the different climates of SA before focusing on a specific country to do an in-depth study.

**ART AND DESIGN**

Complex circuits. We are going to be designing, making and evaluating an Electronic board game. We will research board games and circuit components before designing and making our own electronic board game as a group

**COMPUTING**

The children will be taught:  
Coding – changing variables.  
Working with speed, time and coordinates.

**HISTORY**

**None this half term.**