



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

**MATHEMATICS**

**Geometry**

**The children will:**

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

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 (total 360°); on a straight line and a turn (total 180°); other multiples of 90°

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

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.

**Basic Skills**

The children will:

Complete basic skills that relate to all the above

**MATHEMATICS – CONTINUOUS SKILLS**

**The children will:**

Solve number & practical problems using  $+/-/x/\div$

Use rounding to check answers

Solve  $+/-$  multistep problems in contexts, deciding which operations to use and why

Solve problems involving number up to 3 dec places;

Solve  $x/\div$  problems including using knowledge of factors, multiples, squares & cubes; and scaling by simple fractions and problems involving simple rates

Solve problems knowing % & decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  & those fractions with a denominator of a multiple of 10 or 25; converting between units of time

**ENGLISH**

**Film Narrative**

**The children will:**

Watch The Piano by Aidan Gibbons.

Use key points to discuss features and themes.

Explore approaches to create moods, pace and viewpoint.

Develop film meta-language by identifying how colour, light, sound and camera angles have been used to tell the narrative.

Record opinions of the narrative.

Form opinions and use textual evidence from a film to support and justify responses.

Demonstrate that they can infer authors' perspectives.

Transfer their understanding of different modes (gestural, visual, sound) to write short descriptions.

Capture ideas, language and learning to use in the writing phase

**SPELLING**

Words spelt with the s sound spelt ch, the g sound spelt gue, the k sound spelt que, the s sound spelt sc, ei sound spelt ei, eigh or ey, possessive apostrophe with plural words, homophones or near homophones

**ENGLISH**

**Persuasive Writing**

**The children will:**

Identify and display the features of contrary arguments.

Read and evaluate letters, from newspapers or magazines, intended to inform, protest, complain, persuade, considering how they are set out, and how language is used (eg to gain attention, respect, manipulate).

Select, read and evaluate a range of texts, in print and other media, on paper and on screen (eg newspaper comment, headlines, adverts, fliers) for persuasiveness, clarity, quality of information, and to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Infer writers' perspectives from what is written and from what is implied.

Read a range of persuasive texts.

Capture ideas, language and learning to use in the writing phase

**GRAMMAR AND PUNCTUATION**

**Ongoing**

**Sentence**

Relative clauses beginning with who, which, where, when, whose that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)

**Text**

Devices to build cohesion within a paragraph (then, after that, this, firstly)

Linking ideas across paragraphs using adverbials of time (later) place (nearby) and number (secondly) or tense choices (he had seen her before)

**Punctuation**

Brackets, dashes, commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

**FOUNDATION**  
**SUBJECTS**

**RE**  
**COME AND SEE**

**Pentecost – Serving: Transformation –**  
celebrating the Spirit's transforming power

**Reconciliation – Inter Relating; Freedom and  
Responsibility –** Commandments enable  
Christians to be free and responsible

**PE**  
**Games – PE Coach**

**The children will:**

Learn about the benefits of exercise

Warm Up and Cool Down

Learn a variety of skills related to

- games including throwing, catching, batting,  
striking, fielding

**MUSIC**  
**Dancing in the Street**

**The children will:**

Learn to sing songs from memory

Improvise & perform using their voices

Evaluate their voices & their singing

Play instrumental parts within songs

Improvise, compose & perform using  
instruments

Evaluate their composing & performance

**SCIENCE**  
**All Living Things**

**The children will:**

Explain the differences in the life cycles of a mammal, an  
amphibian, and insect and a bird

Describe the life process of reproduction in some plants  
and animals

**Working Scientifically:**

**The children will:**

Observe and compare the life cycles of plants and animals  
including from around the world

Ask questions and suggest reasons for similarities and  
differences

**COMPUTING**  
**Coding**

**The children will:**

set values in code to program the speed of an object  
change an object's direction and heading to create a  
driving game;

practise changing an object's direction and heading to  
create a sailing game;

learn to change its co-ordinates to move it around;  
make an object rotate to the orientation (angle) of an  
iPad;

set friction to effect the speed and movement of a car in  
a driving game;

design and make their own app;

practise assigning values in code to control the  
movement of objects.

**ART**  
**Art - Painting**

**The children will:**

Produce multi-surface images in response to Chris  
Ofili

Apply their experiences of materials and processes

Develop their control of tools and techniques

Compare ideas, methods and approaches in Fauvist  
paintings

Use a sketchbook to develop ideas in response to  
Fauvist imagery

To review and modify their work

To mix, match and extend colours and patterns

**GEOGRAPHY**  
**South America**

**The children will found out about:**

The location and countries of South America

Climate

Major mountain ranges

Human geography

Trade and industry

One South American country in depth

**HISTORY & DT**  
**Summer 2**