



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**YEAR FIVE MEDIUM TERM PLANNING**

**SUMMER**

<b>RE</b>	<p align="center"><b>Pentecost –Serving – Transformation</b> <b>How can energy transform?</b></p> <p><b>Prior learning:</b> the new life of the Easter message is spread through the power of the Holy Spirit.</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Transforming energy – <b>Explore</b> Pentecost, the celebration of the Spirit’s transforming power – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b> <b>Vocabulary</b> Transformation, transform , energy, wind, fire, Holy Spirit, change, gift, Fruits of the Spirit</p>	<p align="center"><b>Pentecost –Serving – Transformation</b> <b>How can energy transform?</b></p> <p><b>Prior learning:</b> the new life of the Easter message is spread through the power of the Holy Spirit.</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Transforming energy – <b>Explore</b> Pentecost, the celebration of the Spirit’s transforming power – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b> <b>Vocabulary</b> Transformation, transform , energy, wind, fire, Holy Spirit, change, gift, Fruits of the Spirit</p>	<p align="center"><b>Universal Church – World – Stewardship</b> <b>Can I be a steward of creation?</b></p> <p><b>Prior learning:</b> different saints show people what God is like</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Caring for the earth – <b>Explore</b> The Church is called to stewardship of Creation – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b> <b>Vocabulary</b> stewardship of Creation, earth as gift respect and care for creation</p>
<b>PSHE/RSHE</b>	<p align="center"><b>Health and Wellbeing</b> <b>Physical Health and Mental Wellbeing:</b></p> <p>The children will learn: how sleep contributes to a healthy lifestyle, about healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health and how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed and that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health and how they can prevent the spread of bacteria and viruses with everyday hygiene routines and to recognise the shared responsibility of keeping a clean environment</p>	<p align="center"><b>Health and Wellbeing</b> <b>Growing and Changing:</b></p> <p>The children will learn: how to identify external genitalia and reproductive organs and about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams and about strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant and how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice about puberty</p>	<p align="center"><b>Health and Wellbeing</b> <b>Keeping Safe:</b></p> <p>The children will learn: to identify when situations are becoming risky, unsafe or an emergency and to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques and how to respond in an emergency, including when and how to contact different emergency services</p>

**ENGLISH**

**The Lost Book of Adventure compiled by Teddy Keen**

**Writing Outcome & Writing Purpose**

Narrative: Survival Narrative Purpose: To narrate

Explanation: Survival Guide Purpose: To explain

**Grammar: Word**

Build on previous units & focus on:

Use a thesaurus with confidence

Verb prefixes mis, over and de

Transforming nouns and adjectives into verbs

**Grammar: Sentence**

Build on previous units & focus on:

Indicate degrees of possibility using adverbs.

Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form

**Grammar: Text**

Build on previous units & focus on:

Linking ideas across paragraphs, using adverbials

**Grammar: Punctuation**

Build on previous units & focus on:

Colons to mark boundaries between independent clauses of equal weighting

Use hyphens to avoid ambiguity

Commas for clarity

**Linked Texts**

**Other Fiction Adventure Books:**

Quest Daniel Hahn

Explorers on Witch Mountain Alex Bell

Congo Michael Crichton

The Explorer Katherine Rundell

Survivors David Long

True Stories of Survival Paul Dowswell

**Non-fiction:**

Bushcraft 101 Dave Canterbury

Great Adventurers Alistair Humphreys

Incredible Journeys Levison Wood

Unfolding Journeys – Amazon Adventure Lonely Planet Kids

Atlas of Adventures Lucy Leatherland

Shackleton’s Journey William Grill

**King Kong by Anthony Browne**

**Writing Outcome & Writing Purpose**

Narrative: Dilemma Narrative Purpose: To narrate

Discussion: Balanced Argument Purpose: To discuss

**Grammar: Word**

Build on previous units & focus on:

The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone

**Grammar: Sentence**

Build on previous units & focus on:

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

Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form

**Grammar: Text**

Build on previous units & focus on:

Linking ideas across paragraphs, using adverbials

Use a range of devices to build cohesion, e.g. conjunctions

**Grammar: Punctuation**

Build on previous units & focus on:

Recap speech punctuation Brackets for parenthesis

**Linked Texts**

**Other Fiction Books by the Same Author:**

Zoo

Little Beauty

Voices in the Park

Gorilla

**Other Fiction Books About Gorillas:**

The One and Only Ivan Katherine Applegate

Ape Martin Jenkins and Vicky White

Congo Michael Crichton

Good Night, Gorilla Peggy Rathmann

The Murderer’s Ape Jakob Wegelius

**Non-fiction:**

Ivan: The Remarkable True Story of the Shopping Mall Gorilla Katherine Applegate

Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Biruté Galdikas  
Jim Ottaviani and Maris Wicks

Gorillas Seymour Simon

Animals on the Edge: Gorilla Anna Claybourne

		<p>Gorillas (Amazing Animals) Kate Riggs  Gorilla Journal Carolyn Franklin  Dynamic Duos of Science: Jane Goodall, and Mary Leakey Dynamic  Duos of Science: In Conversation with Jane Goodall  Chimpanzee Protector Robin S Doak</p>
<b>SHARED READING</b>	<p><b>North and South America/America</b>  North America, My Side of the Mountain, Amazon,  My Name is River, Poetry (Online)</p> <p><b>Word Reading</b>  Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p> <p><b>Comprehension</b>  Build on Previous Term &amp; Focus on:  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Identify and discuss themes and conventions in and across a wide range of writing  Identify how language, structure and presentation contribute to meaning  Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader  Provide reasoned justifications for their views</p> <p><b>Skills and Strategies</b>  Build on Previous Term &amp; Focus on:  Recognise and read all Year 5&amp;6 Word List words with automaticity  Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality  Use information on-screen and on paper  Read closely, annotating for specific purposes  Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</p>	<p><b>Other Cultures and Traditions and Potery</b>  Journey to Jo’burg, Kick, Oranges in No Man’s Land, Wicked World!</p> <p><b>Word Reading</b>  Build on Previous Year &amp; Focus on:  Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p> <p><b>Comprehension</b>  Build on Previous Year &amp; Focus on:  Increase their familiarity with a wide range of books, including books from other cultures and traditions  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Identify and discuss themes and conventions in and across a wide range of writing  Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader  Provide reasoned justifications for their views Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><b>Skills and Strategies</b>  Build on Previous Year &amp; Focus on:  Recognise and read all Year 5&amp;6 Word List words with automaticity  Read closely, annotating for specific purposes  Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences  Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning  Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words</p>
<b>READING SPINE</b>	<p><b>My Side of the Mountain by Jean Craighead /  My Name is River by Emma Rea</b></p>	<p><b>Journey to Jo'burg: A South African Story by Beverley Naidoo /  Kick by Mitch Johnson /Oranges in No Man’s land by Elizabeth Laird</b></p>

MATHS	Shape	Position and Direction	Decimals	Negative Numbers	Converting Units	Volume
Our Maths Curriculum is being updated termly and will be updated for Summer 2023						
SCIENCE	<p style="text-align: center;"><b>Material World</b></p> <p>In this topic, the children will learn about materials and how they change. First they test properties of materials before looking at how materials dissolve, what a solution is and evaporation. Finally, children compare reversible and irreversible changes.</p> <p style="text-align: center;"><b>Working Scientifically Skills</b></p> <p>This topic develops the following working scientifically skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>dissolve:</b> when a solid mixes with liquid to make a solution</p> <p><b>elastic:</b> returns to original shape when force removed</p> <p><b>electrical conductor:</b> material that allows electricity to flow through it</p> <p><b>evaporate:</b> heat liquid until it turns into gas</p> <p><b>filter:</b> use porous material to separate solid and liquid</p> <p><b>flexible:</b> easily bends; opposite of rigid and stiff</p> <p><b>hard:</b> resistant to scratching or pressure</p> <p><b>insoluble:</b> when something can't dissolve</p> <p><b>mixture:</b> two or more substances that can be separated</p> <p><b>plastic:</b> retains new shape when force removed</p> <p><b>rigid:</b> hard and fixed; not flexible</p> <p><b>soluble:</b> when something can dissolve</p> <p><b>solute:</b> the material that dissolves.</p> <p><b>solution:</b> mixture of solid and liquid (you might not be able to see the solid)</p> <p><b>solvent:</b> usually (liquid) that does the dissolving</p> <p><b>strong:</b> resistant to tearing</p>			<p style="text-align: center;"><b>Amazing Change</b></p> <p>In this topic, the children learn about materials, how they change and which changes are reversible and irreversible. The topic concludes by looking at how these properties are applied in the real world.</p> <p style="text-align: center;"><b>Working scientifically skills</b></p> <p>This topic develops the following working scientifically skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>burning:</b> a specific type of chemical change, particularly in fuels</p> <p><b>irreversible / chemical change:</b> one that cannot be undone</p> <p><b>reversible / physical change:</b> one that can be undone</p> <p><b>rust:</b> a reddish- or yellowish-brown flaking coating that forms on the surface of iron when exposed to air and moisture</p>		

	<p><b>thermal conductor:</b> heat travels quickly through thermal conductors, e.g. metals</p> <p><b>thermal insulator:</b> does not let heat travel through easily, e.g. wood and plastic</p> <p>tough: resists cracking; opposite to brittle</p>	
<b>COMPUTING</b>	<p><b>World Wide Web and Internet</b></p> <p>The children will understand the difference between the internet and the World Wide Web and how one uses the other to work.</p> <p>They will learn to:</p> <ul style="list-style-type: none"> <li>be aware of their digital footprint</li> <li>know difference between Internet and the Worldwide Web</li> <li>know what a network is and be able to identify parts of a network within their school</li> <li>understand what an IP address is</li> </ul>	<p><b>3D Modelling</b></p> <p>The children will learn to create a 3D model linked to a class topic</p> <p>They will learn to:</p> <ul style="list-style-type: none"> <li>use different online tools for different purposes</li> <li>be able to use a variety of familiar and unfamiliar software by using a pre-existing skill set</li> <li>select, use and combine the appropriate technology tools to create effects in media</li> </ul>
<b>HISTORY</b>	<p><b>Journeys – What Makes People Go On A Journey?</b></p> <p>The children will explore the question of why people go on a journey, and look at five very different types of journey in depth from the Tudor period to those undertaken today by refugees. They will study the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. The journeys here represent those made both to and from the United Kingdom and they differ between journeys made by choice and journeys necessary for survival.</p>	
<b>GEOGRAHY</b>	<p><b>The Americas – Can you come on a Great American Road Trip?</b></p> <p>The children, inspired by Johnny Cash singing 'I've been everywhere', will travel the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, the children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For the Big Finish, children use the song 'Route 66' as the stimulus for creating an illustrated, labelled and annotated map of the historic route.</p>	
<b>ART</b>	<p><b>Craft and Design - Architecture</b></p> <p>The children will investigate the built environment through drawing and printmaking. They will learn about the work of architect Zaha Hadid and they will creatively present research on the artist Hundertwasser and explore the symbolism of monument design</p>	
<b>DESIGN &amp; TECHNOLOGY</b>	<p><b>Structures – Bridges</b></p> <p>The children will learn about various types of bridges and explore how the strength of structures can be affected by the shapes used, create their own bridge inspired by the Gold Gate Bridge and test its durability - using woodworking tools and techniques.</p> <p><b>Vocabulary</b></p> <p>Accurate, Arch bridge, Beam bridge, Bench hook, Compression, Coping saw, File, Mark out, Reinforce, Sand paper, Set square or try square, Shape, Structure, Suspension bridge, Tenon saw, Tension, Truss bridge.</p>	
<b>MUSIC</b>	<p><b>Rock and Roll</b></p>	<p><b>South and West Africa</b></p> <p>The children will learn 'Shosholozza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe.</p>

	The children will learn about the origin and features of rock and roll music, learn how to play the Hand Jive and Rock Around the Clock, and look specifically at a walking bass line, and performing a piece as a class.	They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety
<b>MfL FRENCH</b>	<p style="text-align: center;"><b>French Transport</b></p> <p>Using their detective skills to spot cognates and working out meaning, the children will learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.</p>	<p style="text-align: center;"><b>A Circle of Life in French</b></p> <p>The children will use their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science</p>
<b>PHYSICAL EDUCATION</b>	<p style="text-align: center;"><b>Athletics</b></p> <p>The children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, the children will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>They will learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p>	<p style="text-align: center;"><b>Cricket</b></p> <p>The children will learn how to develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>