

LEYS FARM JUNIOR SCHOOL
Year 5 – Summer 2023 Medium Term Plan/Curriculum Overview
Bombs and Blackberries (Local History Study & WW2)

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Eden Camp • Transition Days • Visit to Church/ Mosque/ Gurdwara 	<ul style="list-style-type: none"> • Entry point – WW2 artefacts exploring • Exit point –Headteachers assembly a chance for sharing positive work • Class Story – Evacuees (Letter from the Lighthouse, Carrie’s War, Goodnight Mr Tom) • Homework – TT Rockstars, EdShed (Spellings) • PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers • Science – Explorify • Outdoor Learning – planting and taking care of plants
<u>English (Reading/Spoken Language Cross-Curricular)</u>	<u>English (Writing/ Cross-curricular)</u>	<u>English (Grammar and Phonics)</u>
<p>UKS2 curriculum objectives to be covered by the following texts:</p> <p>Focus: Analysis of lyrics in music lessons</p> <p>Book Study: The Moonlight Hare</p> <p>A range of texts from Literacy Shed + focusing on all aspects of VIPERS (fiction and non-fiction).</p> <p>Reading Plus weekly.</p>	<p>Focus: WW2 – link with aspects of History curriculum to further engage GRASP – developing and understanding of genre conventions, register, audience, subjects and purpose and how they interlink. Skill based activities to unpick an expected level piece of writing.</p> <p>Can I annotate a text to identify the key skills that makes the writing ‘exciting’ for the reader? Can I identify what makes a WAGOLL expected or greater depth than age-related standard?</p>	<p>Focus: <u>Grammar</u> Word Classes (daily Quiz, Quiz – Trade) Phrases and Clause types (Exciting Sentences link) Use of commas with phrases and clauses.</p> <p>Can I recognise and use the terms subject and object? Can I find synonyms of words to up level my writing? Can I use vocabulary strategies to identify the meaning of unknown words? Can I identify and use correctly nouns, verbs, adverbs, adjectives, prepositions and determiners?</p>

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<p>Focus on impressions, explanation of figurative language, inference and 3-mark detailed questions using APE.</p> <p>Can I maintain positive attitudes to reading and an understanding of what I read? (continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including traditional stories, modern fiction, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes across a wide range of writing making comparisons within and across books).</p> <p>Can I understand what I have read? (by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support</p>	<p>Can I choose a variety of exciting sentences in the right genre context?</p> <p><u>Writing</u> Can I use evidence from the class text to write a character description? Can I write George's missing letter? Can I write a set of instructions for a new archeologist? Can I write a conversation between Avy's parents and Mr Devonshire? Can I write a newspaper article on the discovery of the mosaic?</p> <p><u>Handwriting</u> Year 5 Happy Handwriting</p>	<p>Can I use semicolons, colons or dashes to mark boundaries between independent clauses? Can I use a colon within sentences to subordinate? Can I use hyphens to avoid ambiguity? Can I use brackets, dashes or commas to indicate parenthesis? Can I recognise types of phrases and clauses?</p> <p><u>Phonics</u> Phase 4/5 catch-up using Little Wandle Rapid Catch-up for children with identified gaps.</p> <p><u>Spelling</u> Continue to learn strategies and spelling patterns through root words, prefixes and suffixes. Spelling Shed Scheme.</p>
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the main ideas identifying how language, structure and presentation contribute to meaning).

Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?

Can I distinguish between statements of fact and opinion?

Can I retrieve, record and present information from non-fiction?

Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?

Can I explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?

Can I provide reasoned justifications for my views?

Speaking and listening:

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

Can I listen and respond appropriately to adults and my peers?

Can I ask relevant questions to extend my understanding and knowledge?

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<p>Can I use relevant strategies to build my vocabulary?</p> <p>Can I articulate and justify answers, arguments and opinions?</p> <p>Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?</p> <p>Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?</p> <p>Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?</p> <p>Can I speak audibly and fluently with an increasing command of Standard English?</p> <p>Can I participate in discussions, presentations, performances, roleplay/improvisations and debates?</p> <p>Can I gain, maintain and monitor the interest of the listener(s)?</p> <p>Can I consider and evaluate different viewpoints, attending to and building on the contributions of others?</p> <p>Can I select and use appropriate registers for effective communication?</p>		
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Maths

<p><u>Focus:</u></p> <p>White Rose Summer Term</p>	<p><u>Decimals</u></p>	<p><u>Converting Units</u></p> <p>Can I convert kilograms and kilometres?</p>
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<p><u>Shape</u></p> <p>Can I understand and use degrees? Can I classify angles? Can I estimate angles? Can I estimate angles up to 180o? Can I draw lines and angles accurately? Can I calculate angles around a point? Can I calculate angles on a straight line? Can I find lengths and angles in shapes? Can I determine if polygons are regular or irregular? Can I identify 3D shapes?</p> <p><u>Position and Direction</u></p> <p>Can I read and plot coordinates? Can I translate shapes? Can I translate shapes with coordinates? Can I find lines of symmetry? Can I find reflection in horizontal and vertical lines?</p>	<p>Can I use known facts to add and subtract decimals within 1? Can I find complements to 1? Can I add and subtract decimals across 1? Can I add decimals with the same number of decimal places? Can I subtract decimals with the same number of decimal places? Can I add decimals with a different number of decimal places? Can I subtract decimals with a different number of decimal places? Can I find efficient strategies for adding and subtracting decimals? Can I identify decimal sequences? Can I divide by 10, 100, 1000? Can I multiply by 10, 100, 1000? Can I multiply and divide decimals to find missing values?</p> <p><u>Negative Numbers</u></p> <p>Can I understand negative numbers? Can I count through zero in 1's? Can I count through zero in multiples? Can I order and compare negative numbers? Can I find the difference between positive and negative numbers?</p>	<p>Can I convert millimetres and millilitres? Can I convert units of length? Can I convert between metric and imperial units? Can I convert between units of time? Can I calculate with timetables?</p> <p><u>Volume</u></p> <p>Can I calculate volume in cubic cm? Can I compare volume? Can I estimate volume? Can I estimate capacity?</p> <p><u>Additional Maths Teaching</u></p> <p>Daily:</p> <ul style="list-style-type: none"> ● Counting/ Learn Its ● Flashback ● Assessment for Learning ● Problem-Solving and Reasoning ● Pre-teach ● Times table interventions ● TTRS Practice. <p>Weekly:</p> <ul style="list-style-type: none"> ● Arithmetic test (2nd Half Term)
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<u>Art</u>	<u>Design and Technology, Cooking and Nutrition, including STEM</u>	<u>Science including STEM</u>
<p><u>Prior Learning/Knowledge</u> Knowledge of what a collage is. Simple Printing techniques.</p> <p>Key artists: Chellie Carroll Karl Lagerfeld</p> <p>Digital: Can I improve my image using technology?</p> <p>Collage: Can I create a hare collage using my prints?</p> <p>Printing: Can I create patterns using my own printing blocks? Can I create Blitz Art using printing techniques?</p> <p><u>Vocabulary:</u> Printing: Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition. Photography: Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed,</p>	<p><u>Prior Learning/Knowledge:</u> Basic cooking techniques Moving monster (Y3) Light-up sign (Y4) Coding within computing curriculum</p> <p><u>Focus: WW2 Food – Wartime Recipes</u></p> <p>Can I prepare a wartime recipe?</p> <p><u>Vocabulary:</u> Claw grip, Smooth texture, separate egg whites from Yoke, Folding meringue, Fish slice, baking tray, Hot biscuits, Knead, Whisk, Beat, Combine, Fold, Rubbing in.</p> <p><u>Focus: Become a Pioneer Programmer</u></p> <p>Can I explain how computers and computer programs? are used in a variety of products? Can I develop ideas for a product with an embedded computer system that controls it? Can I develop, model and communicate ideas for an embedded system which monitors and controls a door, a room or both?</p>	<p><u>Prior Learning/Knowledge:</u></p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) <p><u>Living Things + Their Habitats</u></p> <p>Can I describe the life process of reproduction in plants? Can I describe the life cycle and process of reproduction in mammals? Can I explore Jane Goodall’s work with chimpanzees? Can I explore complete and incomplete metamorphosis? Can I describe and compare the life cycles of different creatures?</p> <p><u>Vocabulary:</u> Life cycle, reproduce, sexual, sperm, fertilizes, egg, live young, metamorphosis, asexual, plantlets,</p> <p><u>Prior Learning/Knowledge:</u></p>

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<p>Under-exposure, Zoom. Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait.</p>	<p>Can I develop ideas for a product and start to write programs to monitor and control them? Can I model and communicate ideas, using either? prototype models or computer-aided design? Can I evaluate your design for a computer-controlled? system and consider the views of others to improve your work?</p> <p><u>Vocabulary:</u></p> <p>Raspberry Pi, GPIO pins, Breadboard, Scratch, LED, Resistors, Sensors, Servo motors, HATs</p>	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) <p><u>Animals including Humans (Taught alongside PHSE)</u></p> <p>Can I create a timeline showing the growth and development of a human? Can I describe how babies change in their first year? Can I compare the changes that take place in boys and girls through puberty? Can I describe the changes that take place in old age? Can I explain the gestation period for a range of animals? Can I record complex data about the life expectancies of animals?</p> <p><u>Vocabulary:</u></p> <p>Life cycle, mammal, amphibian, insect, bird, reproduction, sexual, asexual, reproduction, rainforest, prehistoric, seeds, stem, root, cuttings, tubers, bulbs, hatching, rearing, animal naturalists, animal behaviorists, vegetable, garden, flower, border, oceans, classification, gestation, embryo, warm-blooded, frog, tadpole, eggs, juvenile, adulthood,</p>
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		fertilized, hatchling, metamorphosis, pupa, larva, caterpillars, grubs, maggots, nymph, germination, roots, pollen, photosynthesis, spores, stages, germination, growing, flowering, anchor, pollen, stigma, seed formation, fertilisation, spores, spore production, spore dispersal, fern, offspring, sex cells, fusing, pregnancy, structure, sperm, ovules, stamen, style, ovule, strawberry plants, potatoes, spider plants, daffodils, echidnas, platypus.
<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Prior Learning/Knowledge:</u> Pets Dates The weather Romans <u>Focus:</u> Olympics Can I decode and breakdown language by looking out for cognates? Can I look at the key facts of the Olympics using story ordering to help decipher and decode meaning? Can I learn ten French nouns for sports in the Olympic games? Can I consolidate all the language covered so far by introducing the verb faire? Can I use all the language covered in this unit in a real context?</p>	<p><u>Prior Learning/Knowledge:</u> Near and Far Local History – Industrial Revolution <u>Focus:</u> Local Study <u>Vocabulary:</u> <i>Demographic</i> <i>8 Compass points</i> <i>hamlet, village, town, city</i> <i>parish and county</i> <i>region</i> <u>WW2</u> <u>Physical:</u> Can I identify a range of countries involved in WW2 on a European and a World Map?</p>	<p><u>Prior Learning/Knowledge:</u> Local History – Industrial Revolution <u>Focus:</u> WW2 and Local History <u>Vocabulary:</u> <i>Blitz, evacuee, Nazi, propaganda, Spitfire, Luftwaffe, Messerschmidt</i> <i>Anderson shelter, rationing,</i> <i>land girls, munitions</i> <u>Bombs and Blackberries:</u> World-Building – overview of key war events, mapwork, vocabulary introduction.</p>

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<p>Can I consolidate all the language covered so far in the end of unit assessment?</p> <p>Clothes</p> <p>Can I learn ten new nouns and articles for items of clothing?</p> <p>Can I say what clothes I would wear in certain weather?</p> <p>Can I consolidate all the vocabulary for clothing and introduce the verb structure ‘I wear’?</p> <p>Can I describe clothes in terms of colour?</p> <p>Can I revise all language covered so far and complete assessment for the unit?</p> <p><u>Vocabulary –</u></p> <p>Conjugations of the irregular verb faire will be learnt as well as nouns in French for key sports in the current Olympic games. Understand the use of articles such as de la, de l’ and du when you say you play a sport in French.</p> <p>Key vocabulary on 10 nouns and articles for items of clothing will be learnt along with key structures such as je porte. Vocabulary sheet for further details.</p>	<p>Human:</p> <p>Can I link physical characteristics of areas to land-use in WW2? (Focus on Lincolnshire as Bomber County)</p> <p>Can I explain how some areas of the country were a target for enemy bombing?</p> <p>Mapwork:</p> <p>Can I use maps, atlases, globes and digital/computer mapping to locate and describe features studied?</p>	<p>Can I explain the significance of The Blitz locally, nationally and in terms of world events? (History)</p> <p>Can I research and compare lives of local people who lived through WW2? (History)</p> <p>Can I explain the role of the Commonwealth and other allies in World War 2? (History)</p> <p>Can I find historical evidence to support or refute narratives of evacuees? (History)</p> <p>Can I explain how women’s roles changed during WW2? (History)</p> <p>Can I explain the roles of men during WW2? (History)</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<u>Prior Learning/Knowledge:</u>	<u>Prior Learning/Knowledge:</u> <u>Focus:</u>	Using JIGSAW Scheme of Work <u>Prior Learning/Knowledge:</u>

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<p>Charanga Focus: <u>How does music shape our way of life?</u></p> <p>Can I revise, play and read the notes D, F, G, A and C? Learn to play these tunes: Look into The Night, Breathe and Keeping Time. Can I compose using the notes D, F, G, A and C? Can I learn to sing the songs: Look into The Night, Breathe and Keeping Time?</p> <p><u>Vocabulary:</u> Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Key signatures Time signatures</p> <p>Charanga Focus: <u>How does music connect us with the environment?</u></p> <p>Can I revise, play and read the notes D, Eb, E, A, B, C and G? Learn to play these tunes: You and Me, A Bright Sunny Day and You Belong with Me. Can I compose using the notes D, Eb, E, A, B, C and G?</p>	<p>Tag Rugby – Can I understand when to run and when to pass? Can I use the ‘forward pass’ and ‘offside’ rules? Can I introduce the tagging rule and apply this to game situations? Can I develop dodging skills to lose a defender? Can I develop drawing defense and moving towards goal? Can I apply rules, skills and tactics learnt to play in a tag rugby tournament?</p> <p><u>Vocabulary:</u> <i>Defense, opponent, formation, pressure, receiver, onside, possession, dictate, turnover, offside, attack, shut down, support</i></p> <p>Athletics 1 – Can I apply different speeds over varying distances? Can I develop fluency and co-ordination when running for speed? Can I develop technique in relay changeovers? Can I develop technique and co-ordination in the triple jump? Can I develop throwing with force for longer distances? Can I develop throwing with greater control and technique?</p> <p><u>Vocabulary:</u></p>	<p>Recap of Relationships and Changing Me.</p> <p><u>Focus: Developing Goals – transition</u></p> <p><u>Relationships</u> Can I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities? Can I understand that belonging to an online community can have positive and negative consequences? Can I understand there are rights and responsibilities in an online community or social network? Can I show there are rights and responsibilities when playing a game online? Can I recognise when I am spending too much time using devices? Can I explain how to stay safe when using technology to communicate with my friends?</p> <p><u>Changing Me</u> Can I be aware of my own self-image and how my body image fits into that? Can I explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally? Can I describe how a baby develops from conception through the nine months of pregnancy, and how it is born? Can I understand that sexual intercourse can lead to conception and that is how babies are usually made?</p>
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<p>Can I learn to sing the songs: You and Me, A Bright Sunny Day and You Belong with Me?</p> <p><u>Vocabulary:</u> Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Key signatures Time signatures</p>	<p><i>Technique, continuous pace, compete, flight, determination, personal best, momentum, stride, down sweep, upsweep, officiate, rhythm</i></p> <p><u>Tennis -</u> Can I develop returning the ball using a forehand groundstroke? Can I develop returning the ball using a backhand groundstroke? Can I work cooperatively with a partner to keep a continuous rally? Can I develop the underarm serve and understand the rules of serving? Can I develop the volley and understand when to use it? Can I use a variety of strokes to outwit an opponent?</p> <p><u>Vocabulary</u> Ready position, control, volley, return, serve, outwit, opponent, forehand, backhand, co-operatively, continuously</p> <p><u>Cricket -</u> Can I develop throwing accuracy and catching skills under pressure? Can I develop placement of a ball into space? Can I develop consistency of catching to get opponents out? Can I develop overarm bowling technique and accuracy?</p>	<p>Can I identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities? Can I identify what I am looking forward to when I move to my next class?</p> <p><u>Vocabulary:</u> Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Periods, Menstrual towels, Menstrual pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy Embryo, Umbilical cord, Contraception, Fertility treatment (IVF), Teenager, Milestone, Perceptions, Puberty, Responsibilities, Consent, Change, Hope Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.</p>
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	<p>Can I develop a variety of fielding techniques and use them within a game? Can I further develop fielding techniques and apply them to a game situation?</p> <p><u>Vocabulary</u> <i>Strike, fielding, consistently, support, batting, wicket, tracking, obstruction, wicket keeper, tracking, retrieve.</i></p>	
<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
<p><u>Prior Learning/Knowledge:</u> Christianity – worship and celebration, beliefs about creation and the natural world. Islam – Qur'an, expectation of behaviour, beliefs and how this guides their life. <u>Focus: Islam Believing and Living</u></p> <p><u>Vocabulary:</u> 5 Pillars of Islam (Shahadah, Slah, Zakat, Saum, Hajj) Qur'an Star and Crescent Mosque Omnipotent Ramadan.</p> <p><u>Islam</u></p> <p><u>Lincolnshire Syllabus</u></p>	<p><u>Prior Learning/Knowledge:</u> Unit 5.7 Concept Maps Unit 5.8 Word Processing</p> <p><u>Purple Mash Focus:</u> Unit 5.7 Concept Maps (4 Weeks) Unit 5.8 Word Processing (8 Weeks)</p> <p><u>Vocabulary:</u> Concept, node, connotations, story mode, heading, sub-heading, collaborate, presentation mode</p> <p>Document, front screen, zoom, selecting/highlighting, font, formatting, page orientation, copy and paste, copyright, creative commons, attributing, image editing, cropping, transparency, text wrapping, styles, bulleted list, numbered list, drop capital, text box, caption, hyperlink, WordArt, merge cells, column, row, grammar check, spellcheck, template.</p>	<p><u>WINK-What I Now Know about WW2.</u></p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving. <u>Process-</u>plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p> <p><u>Use knowledge and understanding:</u></p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage • Write a poem • Create a map • Write a song • Design a poster • PowerPoint presentation.

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<p>Can I explain what the main concepts in Islam reveal about the nature of Allah? Can I explain what the purpose of visual symbols are in a mosque? Can I describe how Muslim worship is expressed collectively? Can I understand Muslim worship and celebrations? Can I show how Muslim worship and celebration builds a sense of community?</p> <p>Can I recap the ways in which Muslims worship and celebrate? Can I understand the ways in which worship and celebration engage with/affect the natural world? Can I explain the beliefs Muslims have about creation and the natural world?</p>	<p>Unit 5.7 – Concept Maps Can I understand the need for visual representation when generating and discussing complex ideas? Can I understand the uses of a ‘concept map’? Can I understand and use the correct vocabulary when creating a concept map? Can I create a concept map? Can I understand how a concept map can be used to retell stories and information? Can I create a collaborative concept map and present this to an audience?</p> <p>Unit 5.8 – Word Processing Can I show what a word processing tool is for? Can I add and edit images to a word document? Can I show how to edit images and use word wrap with images and text? Can I change the look of text within a document? Can I add features to a document to enhance its look and usability? Can I use tables within MS Word to present information? Can I introduce children to templates? Can I consider page layout including heading and columns?</p>	<p>A Double Page Spread (A3) is to also be completed.</p>
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