

LEYS FARM JUNIOR SCHOOL
Year 5 – Summer 2025 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"> • Transition • Reports 	<ul style="list-style-type: none"> • Visit to Gander Farm – 16th May • Eden Camp – 20th May • Fred Gough Band – 29th June • Transition Days – 20th June & 14th – 19th July 	<ul style="list-style-type: none"> • Entry point – WW2 artefacts exploring • Exit point – Metacognition Presentation • Class Story – Evacuees (Letter from the Lighthouse, Carrie's War, Goodnight Mr Tom) Moonlight Hare • Homework – TT Rockstars, EdShed (Spellings) • PE - Daily Mile, Go Noodle, BBC Supermovers • 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? Can I choose a variety of exciting sentences in the right genre context?</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 correctly use 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 diverse 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><u>Writing</u></p> <p>Can I write a playscript based on The Moonlight Hare? Can I write George's missing letter? Can I write a recount based on our school trip? 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>Speaking and listening:</u> The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:</p> <p>Can I listen and respond appropriately to adults and my peers? Can I ask relevant questions to extend my understanding and knowledge? Can I use relevant strategies to build my vocabulary? Can I articulate and justify answers, arguments, and opinions? Can I give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings? Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments? Can I use spoken language to develop understanding</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> <p><u>Handwriting</u> Year 5 Happy Handwriting</p>
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<p>the main ideas identifying how language, structure and presentation contribute to meaning).</p> <p>Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?</p> <p>Can I distinguish between statements of fact and opinion?</p> <p>Can I retrieve, record and present information from non-fiction?</p> <p>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?</p> <p>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?</p> <p>Can I provide reasoned justifications for my views?</p>	<p>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, role-play/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>	
<u>Maths</u>		
<p><u>Focus:</u></p> <p>White Rose Summer Term</p> <p><u>Shape</u></p>	<p><u>Decimals</u></p> <p>Can I use known facts to add and subtract decimals within 1?</p> <p>Can I find complements to 1?</p>	<p><u>Converting Units</u></p> <p>Can I convert kilograms and kilometres?</p> <p>Can I convert millimetres and millilitres?</p> <p>Can I convert units of length?</p>

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<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 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 it 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 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 the volume? Can I estimate the volume? Can I estimate capacity?</p> <p><u>Additional Maths Teaching</u></p> <p>Daily:</p> <ul style="list-style-type: none"> ● Challenge ● Flashback ● Assessment for Learning ● Problem-Solving and Reasoning ● Pre-teach ● Times table interventions ● TTRS Practice. ● Arithmagicians <p>Weekly:</p> <ul style="list-style-type: none"> ● Arithmetic test (2nd Half Term)
<u>Art</u>	<u>Design and Technology, Cooking and Nutrition,</u>	<u>Science including STEM</u>

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	<u>including STEM</u>	
<p><u>Prior Learning/Knowledge</u> Photography experience using iPads around the school gardens. KS1 knowledge of collage work. Simple Printing techniques during Y3/4.</p> <p>Key artists: LS Lowry Clarice Cliff Chellie Carroll Karl Lagerfeld</p> <p>Digital: Can I improve my image using technology? Can I present art using a digital presentation? Can I create art using digital images? Can I combine graphics and text for my design? Can I use software to alter my digital images and adapt to improve them?</p> <p>Collage: Can I create a hare collage using my prints?</p> <p>Printing: Can I create an accurate design for printing? Can I print using 3 or more colours? Can I meet a set of given criteria for a print?</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 understand where my food comes from? Can I determine home grown fruits and vegetables? Can I create recipes based on WW2 Garden produce? Can I use measuring equipment to weigh my ingredients? Can I adapt a wartime recipe? Can I work safely and hygienically? Can I evaluate my recipe?</p> <p><u>Vocabulary:</u></p> <p>Claw grip, Smooth texture, separate egg whites from Yoke, folding meringue, Fish slice, baking tray, Hot biscuits, Knead, Whisk, Beat, Combine, Fold, rubbing in, Sharps, Serrated knife with 'bridge' hold to cut onion, (supervised), cut e.g. peppers with precision (i.e. even size), use peeler on apples, use a grater for e.g. apple, carrot</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) <p><u>Animals including Humans</u></p> <p>Can I describe the human lifestyle? Can I understand how a foetus develops in the womb? Can I describe what happens when I become a teenager? Can I investigate what happens as people get older?</p> <p><u>Vocabulary:</u></p> <p>Birth, conception, death, develop, egg, fertilisation, foetus, puberty, sperm, womb.</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)

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<p>Can I print onto different materials? Can I explain my printing technique? Can I design Blitz art using more complex patterns?</p> <p><u>Vocabulary:</u></p> <p>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.</p> <p>Photography: Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed, 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><u>Focus:</u> Design and make a product using recycled materials. During this unit, children will investigate existing products and understand how these can be adapted or reused to fulfil a purpose.</p> <p>Can I investigate the properties of a range of textiles and fabrics? Can I sketch an annotated diagram? Can I create patterns for my design? Can I design a cushion using fabric? Can I use a variety of stitches to join and embellish my design? Can I evaluate my design against the design criteria and other designs?</p> <p><u>Vocabulary:</u></p> <p>Pattern piece, aesthetics, seam allowance, pinning, embroidery, back/blanket/cross stitch, embellish, assemble.</p>	<ul style="list-style-type: none"> 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 and Their Habitats</u></p> <p>Can I show the seven life processes? Can I explain how mammals reproduce? Can I explain how animals reproduce? Can I understand reproduction in plants? Can I explain the life cycle of plants?</p> <p><u>Vocabulary:</u></p> <p>Life cycle, reproduce, sexual, sperm, fertilizes, egg, live young, asexual, plantlets, petal.</p>
<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<u>Prior Learning/Knowledge:</u> Pets	<u>Prior Learning/Knowledge:</u> Near and Far	<u>Prior Learning/Knowledge:</u>

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<p>Dates The weather Romans</p> <p>Focus: Clothes Can I learn ten new nouns and articles for items of clothing? Can I identify the French for certain items of clothing? Can I consolidate all the vocabulary for clothing and introduce the verb structure 'I wear'? Can I describe clothes in terms of colour? Can I identify which clothes I wear on days? Can I revise all the languages covered so far and complete assessment for the unit?</p> <p>Vocabulaire – porter, je porte, mon, ma, mes, un maillot de bains, un manteau, un pull, un tee shirt, un short, un pantalon, un chemisier, une écharpe, une robe, une casquette, une chemise, une cravate, une veste, une jupe, des gants, des chaussures, des chaussettes, des collants, des bottes, des lunettes, des sandales.</p> <p>Focus: My Home Can I identify in French where characters live? Can I role play in French where characters live? Can I learn 10 rooms in a house in French? Can I label 6 rooms in my house?</p>	<p>Local History – Industrial Revolution</p> <p>Focus: Local Study</p> <p>Vocabulary: <i>Demographic</i> <i>8 Compass points</i> <i>hamlet, village, town, city</i> <i>parish and county</i> <i>region</i></p> <p>WW2 Physical: Can I identify a range of countries involved in WW2 on a European and a World Map?</p> <p>Human: Can I link physical characteristics of areas to land-use in WW2? (Focus on Lincolnshire as Bomber County) Can I explain how some areas of the country were a target for enemy bombing?</p> <p>Map work: Can I use maps, atlases, globes, and digital/computer mapping to locate and describe features studied?</p>	<p>Children have learned a variety of history topics dating back to early civilizations in Year 3 and 4 including the Stone age, Greeks and Romans, Egyptians, and Maya. They have developed skills in researching the Vikings and linked these topics to Geography.</p> <p>Focus: WW2 and Local History</p> <p>Vocabulary: <i>Blitz, evacuee, Nazi, propaganda, Spitfire, Luftwaffe, Messerschmitt, Anderson shelter, rationing, land girls, munitions, air raids, Hurricanes, industrial, Treaty of Versailles</i></p> <p>Bombs and Blackberries: World-Building – overview of key war events, map work, vocabulary introduction.</p> <p>Can I explain the significance of The Blitz locally, nationally and in terms of the world? (History) Can I research and compare the lives of local people who lived through WW2? (History) Can I explain the role of the Commonwealth and other allies in World War 2? (History) Can I find historical evidence to support or refute narratives of evacuees? (History) Can I consider the wider impact of WW2 on children? (History)</p>
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<p>Can I read a passage to answer questions? Can I consolidate all the language covered so far in the end of unit assessment?</p> <p><u>Vocabulaire</u> – <i>une maison, un appartement, un salon, un bureau, un sous-sol, en ville, à la montagne, une buanderie, un garage, un jardin, au bord de la mer, a la campagne, dans un village, une chambre, une cuisine, une salle à manger, une salle de bains.</i></p> <p><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? Can I consolidate all the language covered so far in the end of unit assessment?</p> <p><u>Vocabulaire</u> – <i>Je fais, il fait, elle fait, le triathlon, la boxe, le plongeon, l’athlétisme, l’équitation, le cyclisme, l’escrime, le tir à l’arc, l’aviron, la natation.</i></p>		<p>Can I explain how women’s roles changed during WW2? (History) Can I explain the roles of men during WW2? (History) Can I compare events in history? (History)</p>
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<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p>Prior Learning/Knowledge: Children have previously listened to and appraised prior units from Charanga scheme.</p> <p><u>Charanga Focus:</u></p> <p><u>Can I listen and appraise?</u></p> <p>Can I listen and appraise Dancing in the Street by Martha and the Vandellas? Can I learn I can't help myself by The Four Tops? Can I listen and appraise I Heard It Through the Grapevine? Can I listen and appraise Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrel? Can I listen and appraise You Are the Sunshine of My Life by Stevie Wonder? Can I listen and appraise The Tracks of My Tears by Smokey Robinson?</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><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u></p> <p><u>Athletics 1 –</u> Can I apply different speeds over varying distances? Can I develop fluency and co-ordination when running at speed? Can I develop techniques 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> <i>Technique, continuous pace, compete, flight, determination, personal best, momentum, stride, down sweep, upsweep, officiate, rhythm</i></p> <p><u>Tag Rugby –</u> 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>Using JIGSAW Scheme of Work</p> <p><u>Prior Learning/Knowledge:</u> Recap of Relationships and Changing Me.</p> <p><u>Focus:</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?</p>

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<p><u>Charanga Focus:</u> <u>Listen to and Appraise Classical Music.</u></p> <p>Can I reflect and rewind with music by Music for Compline, Johnny B Goode by Chuck Berry and composer Rachel Portman?</p> <p>Can I reflect and rewind with music Dido and Aeneas by Purcell, Things Ain't What they used to be by Ellington and Persons?</p> <p>Can I reflect and rewind with music by Chopin – The Minute Waltz and U Can't Touch This by MC Hammer?</p> <p>Can I reflect in Central Park in the Dark by Charles Ives and Rewind with I Heard It Through The Grapevine by Marvin Gaye?</p> <p>Can I reflect with Clapping Music by Steve Reich and Rewind with The Four Tops and Sugar Pie Honey Bunch?</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><u>Vocabulary:</u> <i>Defense, opponent, formation, pressure, receiver, onside, possession, dictate, turnover, offside, attack, shut down, support</i></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? 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> <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?</p>	<p>Can I identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities?</p> <p>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 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>	
<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. Hinduism – Brahman, Trimurti, Samsara, Atman, Karma, Dharma, Moksha, Ahimsa.</p> <p><u>Focus: Pilgrimage</u></p> <p><u>Vocabulary:</u> sacred, pilgrimage, holy, spiritual, divine, prayer, mourning, pilgrim, unity, diversity</p> <p><u>Lincolnshire Syllabus</u> Can I understand what a pilgrimage is? Can I understand the significance of the pilgrimage to Jerusalem? Can I understand the significance of the Christian</p>	<p><u>Prior Learning/Knowledge:</u> Unit 4.6 Animation <u>Purple Mash Focus:</u></p> <p>Unit 5.5 - Game Creator</p> <p><u>Vocabulary:</u> Animation, image, texture, computer game, instructions, perspective, customise, interactive, evaluation, screenshot, playability.</p> <p>Can I set the scene of my computer game? Can I create a game environment? Can I create the game quest? Can I finish and share my game? Can I evaluate my game?</p> <p>Unit 5.6 - 3D Modelling</p>	<p>WINK-What I Now Know about WW2.</p> <p>Opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p>Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p> <p>Use knowledge and understanding:</p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage • Draft a poem • Create a map • Write a song • Design a poster • PowerPoint presentation.

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<p>pilgrimage? Can I understand the significance of the Jewish pilgrimage? Can I understand the significance of the Hindu pilgrimage? Can I understand the impact pilgrimages have on the environment?</p>	<p><u>Vocabulary:</u> 3D, 2D, 3D printing, CAD, design brief, net, points, pattern fill, template. Can I use 2Design and make? Can I move points? Can I design for a purpose? Can I print and make it?</p> <p>Unit 5.7 – Concept Maps</p> <p><u>Vocabulary:</u> Concept, concept map, connection, collaborate, node, presentation mode, story mode.</p> <p>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>A Double Page Spread (A3) is also to be completed.</p>
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