

Year Group: 5	Term: Summer 1	Classes: World Leaders and Artists	Teachers: Miss Holdaway and Miss Castle
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: 22.04.19 (4 days) Week 1	Date: 29.04.19 Week 2	Date: 06.05.19 (4 days) Week 3	Date: 13.05.19 Week 4	Date: 20.05.19 Week 5		
English	Poetry: Poem: The Convergence of the Twain by Thomas Hardy Poetry genre: Imagery Hamilton Trust – Summer unit - Poetry 3. This poem is about the loss of the Titanic. Children to write a poem about the loss of the rainforests.	Key text: The diary from the edge of the world Jodi Lynn Anderson The diary of a young girl Anne Frank Fiction genre: Diary entries		Non-fiction genre: Persuasion and explanation Non-fiction focus: Leaflet			
		Imitation: Fiction focus: Imitation: Read a range of diary entries internalise the text, use a range of drama activities, read as a reader, read as a writer.	Innovation: Change the setting to a Mayan setting and write as a class.	Invention Children change the danger they come across in their diary entry and write independently from a Mayan perspective.	Imitation: Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Read a range of leaflets and explore their purpose.	Innovation Innovation: Write a leaflet explaining animals in the rainforest. Include how to look after animal.	Invention Invention: Choose a rainforest animal of your choice. Write a leaflet explaining animals in the rainforest. Include how to look after animal.
Grammar	Commas	Colons	Semi- Colons	Relative clauses	Headings and subheadings	Brackets	Expanded noun phrases
Reading	The Maya Creation Story Non-Fiction Literal retrieval Inference	Maya Writing Non-Fiction Literal retrieval Inference	Comparison of Aztecs and Maya Frederick Catherwood Literal retrieval Word meaning Inference	Hot Chocolate and the Maya Maya Gods Literal retrieval Word meaning Inference	Postcards from Stonehenge Non-Fiction Recount Literal retrieval Inference Prediction Word meaning		
Spelling	Revise and consolidate year 5 spelling patterns						
Maths- Maths No Problem	Measurement: Lesson 6-8: Converting units of mass Lesson 9-10: Converting units of time	Measurement: Lesson 11-13 Converting units of time Lesson 14- Telling the temperature Lesson 15- Chapter Consolidation	Area and Perimeter Lesson 1-3: Finding the perimeter Lesson 4: Using scale diagrams to find the perimeter Lesson 5: Measuring the area	Area and perimeter: Lesson 6-10: Measuring the area	Area and perimeter: Lesson 11: Estimating the area Lesson 12: Chapter consolidation ASSESSMENTS		
Maths- Cross Curricular	Maya Maths		Maya calendar: cogs and cycles		Maya calendar: The long count and Tzolkin days		
History	Lesson: When do we know the Maya lived? LO: To explain the main periods of the	Lesson: How do we know about the Maya? LO: To work out what historical	Lesson: Where did the Maya live? LO: To use atlases and online mapping to explore a region	Lesson: Hieroglyphics and logograms LO: To look at examples of Maya writing	Lesson: Hieroglyph stairways and emblems LO:		

	<p>Maya civilisation</p> <p>To explain how the Maya civilisation ended but Maya people still live in Mesoamerica</p> <p>To discuss prior knowledge of British history</p> <p>Activity:</p> <p>Children work in teams to remember and add dates of events in Europe to a timeline of the Maya</p>	<p>evidence tells us about the Maya</p> <p>To assess the usefulness of different sources of evidence</p> <p>To take part in a discussion</p> <p>Activity:</p> <p>Assess the reliability of various sources of evidence for the Maya, including archaeology, images, writing and oral history.</p>	<p>To identify physical and human geographical features of a region</p> <p>To make sketches in sketchbooks</p> <p>Activity:</p> <p>Explore maps and websites to find out where the Maya lived and what the different environmental zones are like. Make sketches.</p>	<p>and at logograms, asking: What can they tell us about Maya culture?</p> <p>To understand syllable glyphs of the Maya people and write/ draw words using the glyphs</p> <p>Activity:</p> <p>Learn about the Maya writing system of logograms and hieroglyphs; write and draw words including names using the glyphs.</p>	<p>To gain insight into the Copan stairway and look at the hieroglyphs contained on it.</p> <p>Discuss the significance of the Copan stairway and the meaning of dynasty.</p> <p>To make a class hieroglyph stairway and design a class or school emblem glyph.</p> <p>Activity:</p> <p>To discover the Copan stairway and its hieroglyphs; make a class hieroglyph stairway and design a class or school emblem glyph.</p>	
Geography	<p>Lesson:</p> <p>LO:</p> <p>Activity:</p>	<p>Lesson:</p> <p>LO:</p> <p>Activity:</p>	<p>Lesson:</p> <p>LO:</p> <p>Activity:</p>	<p>Lesson:</p> <p>LO:</p> <p>Activity:</p>	<p>Lesson:</p> <p>LO:</p> <p>Activity:</p>	
Science	<p>Lesson: Sexual reproduction in flowering plants</p> <p>LO:</p> <p>To dissect and label the parts of a flower, identifying the male and female gametes</p> <p>To make a detailed watercolour pencil drawing of a flowering plant in the style of a Linnaean illustration</p> <p>To research the life cycle and reproduction of a flowering plant.</p> <p>Activity:</p> <p>Children dissect a flower and explore flowering plant reproduction. Capture key sexual structures of a flower and its life cycle in the form of a botanical drawing.</p>	<p>Lesson: Asexual reproduction in plants</p> <p>LO:</p> <p>To draw botanical illustrations using watercolour pencils that show the life cycle of some plants that reproduce asexually.</p> <p>To identify and be able to explain the ways that plants can reproduce asexually, both naturally and artificially</p> <p>To set up an investigation into artificial asexual reproduction in flowering plants</p> <p>Activity:</p> <p>Investigate ways that plants reproduce asexually and continue to hone botanical illustration skills. Grow new plants from a range of parent plant parts.</p>	<p>Lesson: Insect and amphibian lifestyles</p> <p>LO:</p> <p>To draw zoological illustrations of the lifecycles of two insects and an amphibian</p> <p>To research the life cycle of insects and amphibians nothing that they reproduce sexually</p> <p>Use watercolour pencils to create texture and colour in drawing.</p> <p>Activity:</p> <p>Watch online footage of insect and amphibian lifecycles to create own life cycle illustrations for display. Set up an in-school habitat for choice of insect and amphibian so these can be observed over time.</p>	<p>Lesson: Mammal and bird lifecycles</p> <p>LO:</p> <p>To identify a local mammal and bird species and research their life cycles online.</p> <p>To draw and annotate a life cycle zoological illustration for both mammal and bird lifecycles</p> <p>To use watercolour pencils to create texture and colour in drawings</p> <p>Activity:</p> <p>Research mammalian and bird lifecycles for two of the local species and transform what is discovered into beautiful natural history illustrations. Explore sexual reproduction in animals.</p>	<p>Lesson: Life cycles from around the world</p> <p>LO:</p> <p>To research the life cycles of an insect, amphibian, mammal, bird and plant that contrasts those already studied</p> <p>To create a series of annotated scientific illustrations that reflect the life cycles of the animals and plants researched</p> <p>To use all skills developed so far for sketching and developing colour and texture using watercolour pencils.</p> <p>Activity:</p> <p>Find some interesting and quirky animals and plants from around the world and explore their life cycles online. Create informative but artistic representations of their life cycles in the form of scientific illustrations.</p>	
DT	<p>Lesson: Explore existing greenhouses</p> <p>LO:</p> <p>To explore existing greenhouses</p> <p>Activity:</p> <p>Children will find out the purpose of a greenhouse, and how it can help plants to grow. Label diagrams, answering questions and writing</p>	<p>Lesson: Stability</p> <p>LO:</p> <p>To investigate stable structures</p> <p>Activity:</p> <p>Explore the factors that make a structure stable, and then apply this knowledge and understanding to greenhouses. Investigate the best frame size and shape for a stable structure that also lets in the</p>	<p>Lesson: Materials</p> <p>LO:</p> <p>To investigate materials for making a mini greenhouse</p> <p>Activity:</p> <p>Debate the effectiveness of a mini greenhouse in comparison to a full-size greenhouse. Share ideas for which materials they think might be suitable for the frame</p>	<p>Lesson: Designing a mini Greenhouse</p> <p>LO:</p> <p>To design a mini-greenhouse</p> <p>Activity:</p> <p>Children given discussion cards which will encourage them to share opinions and generate ideas about the best designs for a mini greenhouse. They will then use what they have</p>	<p>Lesson: Constructing a mini Greenhouse</p> <p>LO:</p> <p>To create a mini-greenhouse</p> <p>Activity:</p> <p>Make their mini greenhouses according to their plans and design criteria. Be organised and think carefully about each step in the making process. They can make changes to</p>	<p>Lesson: Evolution</p> <p>LO:</p> <p>To evaluate a finished product</p> <p>Activity:</p> <p>Children will understand the importance of evaluating a finished product, and as a class will generate possible suitable questions. Evaluate their own completed mini greenhouse. In the alternative activity,</p>

	explanations. Look at and discuss a range of different types of greenhouses.	maximum amount of sunlight. Focus on how they could improve the stability of a structure by using other materials as extra support.	and the sections within the frame of a mini green house. Explore and compare suitable materials in their independent activities	discussed to design and plan their mini greenhouse.	their design to improve the overall finished product. They will discuss any safety issues.	children will discuss , evaluate and assess different aspects of each other's designs as a class.
Art	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity:
Computing	Lesson: Online safety: How to cite a site LO: To explain the value of giving proper citations To create citations for online articles and professional sites Activity: Children will reflect on the importance of citing sources when they do research. They will learn how to write citations for two different types of online sources and practise doing so.	Lesson: Investigate appropriate software LO: Independently select and use appropriate software for a task. Activity: Discuss the benefits and disadvantages of different software for making a video about the Mayans in South America.	Lesson: Investigate appropriate software LO: Independently select , use and combine a variety of software to design and create content for a given audience. Activity: Explore iMovie iPad apps and Do Ink. Design a video clip using multiple software.	Lesson: Investigate appropriate software LO: Independently select , use and combine a variety of software to design and create content for a given audience. Activity: Use iMovie iPad apps and Do Ink. Continue to design a video clip using multiple software.	Lesson: Investigate appropriate software LO: Independently select , use and combine a variety of software to design and create content for a given audience. Activity: Use iMovie iPad apps and Do Ink. Continue to design a video clip using multiple software. Share video's created and review the software used.	Lesson: Investigate appropriate software LO: Independently select , use and combine a variety of software to design and create content for a given audience. Activity: Use iMovie iPad apps and Do Ink. Continue to design a video clip using multiple software. Share video's created and review the software used.
PE	Lesson: Running for speed LO: To develop basic skills for acceleration Activity: Practice skills needed for acceleration. Learn how to position hands, arms and body when running. Practice increasing running speed by timing runs.	Lesson: Running over obstacles LO: To practice running over obstacles Activity: Set up cones for children to run over. Progress to using hurdles. Demonstrate how to jump over hurdles. Children can practice jumping over hurdles to determine their leading leg.	Lesson: Throwing (Pull throw) LO: To practice using a pull throw Activity: Model with children the correct position to be in when using a pull throw. Introduce javelins and practice throwing. Measure distance and try to make improvements.	Lesson: Throwing (Push throw) LO: To practice using a pull throw Activity: Model with children the correct position to be in when using a push throw. Introduce beanbags or shots and practice throwing. Measure distance and try to make improvements.	Lesson: Jumping for distance LO: To successfully jump for distance Activity: In groups practice a standing long jump. Explore the techniques needed to increase distance when jumping. Progress to a run and long jump. Record and improve distance.	Lesson: Jumping for distance LO: To successfully jump for distance Activity: In groups practice a standing long jump. Explore the techniques needed to increase distance when jumping. Progress to a run and long jump. Record and improve distance.
PSHE	Lesson: Responding to feelings in others LO: To identify feelings in others and strategies to respond to these Activity: Children to complete a carousel type activity using photographs. Children work in mixed ability groups to identify what the feeling is and discuss ways to support the person when they are feeling like that.	Lesson: Actions have consequences LO: To understand that every action has a consequence- both positive and negative. Activity: Explore a scenario with the children where there is a dilemma with both a positive and negative outcome. Invite children to debate which outcome to take and explore the consequences of both outcomes. Hold class vote to decide .	Lesson: Working collaboratively; negotiation and compromise LO: To work collaboratively with others Activity: Agony aunt style letter received. The writer is looking for support when they are finding it tricky to work alongside a peer. Children to offer solutions for how best to work with someone. Explore negotiation and compromise with children.	Lesson: Giving feedback LO: To give feedback to someone Activity: Look at different scenarios with the children where the person has not completed the activity. Children to work in threes. One child will offer feedback which is negative and one will offer feedback which is more positive and constructive. Child three will act in role as the child receiving the feedback and discuss how each type of feedback made them feel.	Lesson: Listening to others; raise concerns and challenge. LO: To listen carefully to others To raise concerns and challenge. Activity: Explore a section of a well-known book where the main character is worried about something which is happening. Invite children to identify strategies for the main character to discuss their concerns with a different character. Children act this out and practise listening carefully to others.	Lesson: Listening to others; raise concerns and challenge. LO: To listen carefully to others To raise concerns and challenge. Activity: Explore a section of a well-known book where the main character is worried about something which is happening. Invite children to identify strategies for the main character to discuss their concerns with a different character. Children act this out and practise listening carefully to others.
RE	Lesson: Key events in a person's life LO: To identify key events from a person's	Lesson: Key events- Christianity/ Islam LO: To compare how life events are	Lesson: Key events- Judaism/ Sikhism LO: To compare how life events are	Lesson: Key events Buddhism/ Atheism/ Hinduism LO:	Lesson: Comparison of key events and reflection LO: To compare how life events are	Lesson: Comparison of key events and reflection LO: To compare how life events are

	<p>life.</p> <p>Activity: Children will create a list of key events which may happen within a person's life.</p>	<p>celebrated between different religions.</p> <p>Activity: Learn how key life events are celebrated in Christianity and Islam describing some similarities and differences</p>	<p>celebrated between different religions.</p> <p>Activity: Learn how key life events are celebrated in Judaism and Sikhism describing some similarities and differences</p>	<p>To compare how life events are celebrated between different religions.</p> <p>Activity: Learn how key life events are celebrated in Buddhism, Atheism and Hinduism, describing some similarities and differences</p>	<p>celebrated between different religions To reflect on own experiences of celebrating key events</p> <p>Activity: Discuss different ways of celebrating key events, using the list from the first session. Children to reflect upon how these key events may be celebrated in their lives.</p>
Music	<p>Lesson: Listen and appraise</p> <p>LO: To listen, appraise and perform a song</p> <p>Activity: Listen and appraise Dancing in the street by Martha and the Vandellas. Play warm-up games. Play flexible games. Carry out vocal warm-ups to start to learn the song Dancing in the street. Sing song and perform.</p>	<p>Lesson: Instrumental parts</p> <p>LO: To add instrumental parts to a song.</p> <p>Activity: Listen to I can't help myself (Sugar Pie Honey Bunch) sung by the Four Tops and compare to Dancing in the Street. Play warm-up games. Play flexible games. Continue to learn to sing Dancing in the Street. Play instrumental parts. Sing the song and play instrumental parts within the song.</p>	<p>Lesson: Improvisation</p> <p>LO: To improvise using voices or instruments within a song.</p> <p>Activity: Listen and appraise I heard it through the grapevine by Marvin Gaye and compare to Dancing in the Street. Play warm-up games. Play flexible games. Carry out vocal warm-ups. Sing Dancing in the Street. Play instrumental parts. Add improvisation. Sing the song and improvise using voices and/or instruments within the song.</p>	<p>Lesson: Composition</p> <p>LO: To compose music to add to a song.</p> <p>Activity: Listen and appraise Ain't No Mountain high Enough by Marvin Gaye and Tammi Terrell. Compare to Dancing in the Street. Play warm-up games. Play flexible games. Carry out vocal warm-ups. Sing Dancing in the Street. Play instrumental parts. Add composition parts. Sing song and perform composition within the song.</p>	<p>Lesson: Select a song to perform</p> <p>LO:</p> <p>Activity: Listen and appraise You Are the Sunshine of my Life sung by Stevie Wonder. Compare to Dancing in the Street. Play warm-up games. Play flexible games. Carry out vocal warm-ups. Sing Dancing in the Street. Play instrumental parts. Include some vocal or instrumental improvisation within the song. Play compositions within the song. Choose what to perform today.</p>
Languages	<p>Lesson: Unit 5 Lesson 1</p> <p>LO: To ask and say where you are going on holiday.</p> <p>Activity: Revise place names using Rigolo 1 (Unit 10, Lesson 1). Watch interactive story. Tap on map icons to hear characters say where they are going on holiday. Tap on <i>Allez</i> and drag Bof to the correct place. Complete worksheet 1- children can practise saying the vocabulary for going on holiday. Pupils play a game matching place flashcards to sentences. Complete worksheet 2: Grammar. Plenary: play game of charades to revise vocabulary and sentence structures learnt.</p>	<p>Lesson: Unit 5 Lesson 2</p> <p>LO: To express opinions about holidays</p> <p>Activity: Revise expressing likes and dislikes. Watch interactive story. Tap on map icons to hear places being presented and whether the character likes or dislikes it. Pupils use flashcards to make sentences expressing opinions about holidays. Drag words into the machine on the screen to form sentences about likes and dislikes. Complete worksheet 3: writing practice and worksheet 4: reading practice. Plenary: further practice in expressing opinions.</p>	<p>Lesson: Unit 5 Lesson 3</p> <p>LO: To talk about what you're going to do on holiday</p> <p>Activity: Class activity with flashcards to revise <i>J'aime</i> and <i>Je n'aime pas</i> with known food items. Watch interactive story. Tap on characters to hear what they are going to do on holiday. Tap on <i>Allez</i> and match questions and answers. Complete worksheet 5: speaking practice. Pupils make sentences using <i>Je vais</i> + verb/ activity. Complete worksheet 6: Grammar. Plenary: cumulative sentences about holiday activities.</p>	<p>Lesson: Unit 5 Lesson 4</p> <p>LO: To talk about holiday plans (consolidation)</p> <p>Activity: Identify different regions of France. Watch interactive story. Teacher-led presentation of holiday plans and opinions. Class activity practising compound sentences about holiday plans. Complete worksheet 7: reading a longer text. Tap on <i>Allez</i> and match symbols to speech bubbles. Complete worksheet 8: writing about travel plans. Plenary: board game to give pupils further practice in making sentences about holiday plans.</p>	<p>Lesson: LO: Activity:</p>
British Values	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: LO: Activity:</p>	<p>Lesson: Individual liberty Lesson 1</p> <p>LO: To explore the right to live in freedom</p>

					and individual liberty Activity: Watch video and discuss human rights. Explore messages from the picture of Freedom Park and symbols. Children justify their opinions of who is most important within the picture.
Outdoor Learning	Lesson: LO: Activity:	Lesson: LO: Activity:	Lesson: LO: Activity: Create a miniature greenhouse which could be used to grow something using natural resources	Lesson: LO: Activity:	Lesson: LO: Activity: