

Year group: 5 Term: Summer 2 Topic: Biomes and vegetation

Literacy

Class Text:

Holes by Louis Sachar

Writing Genres: Persuasion and discussion:

Journey 1: Persuasion and discussion Text – Should children be sent to Camp Green Lake?

Immerse:

Participate in discussions, presentations, performances, role play, improvisations and debates.

Use relevant strategies to build their vocabulary.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Analysis:

N/C discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To identify features of a persuasion and discussion text.

Skills:

Use of commas to clarify meaning or avoid ambiguity

Relative clauses beginning with an omitted relative pronoun

Indicating degrees of possibility using modal verbs [might, should, could, will, must]

Indicating degrees of possibility using adverbs [perhaps, surely]

Use of brackets to indicate parenthesis

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Plan, draft and edit:

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing. Proof read for punctuation errors.

Review and publish:

Proof-read for spelling and punctuation errors Evaluate and edit by ensuring the correct use of tense throughout a piece of writing

Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning

Evaluate and edit by assessing the effectiveness of their own and others' writing

Evaluate and edit by assessing the effectiveness of their own and others' writing

Journey 2: Informal Letter (Stanley to his parents)

Immerse:

Participate in discussions, presentations, performances, role play, improvisations and debates.

Use relevant strategies to build their vocabulary.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Analysis:

N/C discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To identify features of an informal letter.

Skills:

Use of commas to clarify meaning or avoid ambiguity

Relative clauses beginning with an omitted relative pronoun

Use of brackets to indicate parenthesis

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Plan, draft and edit:

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing. Proof read for punctuation errors.

Review and publish:

Proof-read for spelling and punctuation errors Evaluate and edit by ensuring the correct use of tense throughout a piece of writing

Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning

Evaluate and edit by assessing the effectiveness of their own and others' writing

Evaluate and edit by assessing the effectiveness of their own and others' writing

Journey 3: Persuasive letter

Immerse:

Give well-structured reasons to present an argument through a persuasive letter

Participate in performances, role play, improvisations and debates.

Use relevant strategies to build their vocabulary.

Use spoken language to develop understanding through imagining and exploring ideas.

Analysis:

N/C discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To identify features of a recount.

Skills:

Relative clauses

Indicating degrees of possibility using modal verbs [might, should, could, will, must]

	<p>Indicating degrees of possibility using adverbs [perhaps, surely] Commas to indicate parenthesis Use of commas to clarify meaning and avoid ambiguity Revisit skills from previous journeys <u>Plan, draft and edit:</u> Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing. Proof read for punctuation errors. <u>Review and publish:</u> Proof-read for spelling and punctuation errors Evaluate and edit by ensuring the correct use of tense throughout a piece of writing Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning Evaluate and edit by assessing the effectiveness of their own and others' writing</p>
<p>Maths</p>	<p><u>2-D and 3-D shape</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use the properties of rectangles to deduce related facts and find missing lengths and angles • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • recognise, describe and build simple 3-D shapes, including making nets (Y6 objective) • illustrate and name parts of circles, including radius, diameter and circumference and know that diameter is twice the radius. (Y6 objective) <p><u>Volume</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • recognise and use cube numbers and the notation for cubed (3) <p><u>Problem solving</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example, $98 \div 4 = 49.5$ or $98 = 24 \times 4 + 2 = 24 \times 4 + 2 = 24 \times 4 + 2 = 24.5 \approx 25$). (Non-statutory) • calculate and interpret the mean as an average (Y6 objective)
<p>Science</p>	<p><u>Growing older</u></p>

	<p>Pupils should be taught to answer:</p> <ul style="list-style-type: none"> • How do humans change as they grow? • How do babies and children develop? • How is gestation different for different animals? • What is puberty? • What is adolescence? • How do adults grow into old age?
History	<u>Topic not taught this half term.</u>
Geography	<p><u>Biomes and Vegetation</u></p> <p>Pupils should be taught to answer:</p> <ul style="list-style-type: none"> • Does everywhere in the world have the same climate? • What are the different biomes of the world? • What challenges do humans face living in each biome? • How have the flora and fauna of different biomes adapted to life there? • Case study: What impact have humans had on the deciduous forests of the United Kingdom?
Art	<u>Topic not taught this half term.</u>
Design Technology	<p><u>Cooking and nutrition: What could be healthier?</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand how beef gets from the farm to our plates. • Present a subject as a poster with clear information in an easy to read format. • Contribute ideas as to what a 'healthy meal' means. • Notice the nutritional differences between different products and recipes. • Recognise nutritional differences between two similar recipes and give some justification as to why this is. • Work as a team to amend a bolognese recipe with healthy adaptations. • Follow a recipe to produce a healthy bolognese sauce. • Design packaging that promotes the ingredients of the bolognese
Computing	<p><u>iSafe</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact
PE	<p><u>Swimming</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

	<ul style="list-style-type: none"> • perform safe self-rescue in different water-based situations
RE	<p><u>Dialogue and Encounter</u></p> <ul style="list-style-type: none"> • What is the Bible? • Abraham, Father in faith • Interpreting the Bible • Is it true? • A tool for prayer • Learn about another faith
Spanish	<p><u>Clothes</u></p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • recognise, recall and spell ten different items of clothing with their indefinite articles/determiners in the foreign language • recognise, recall and spell a further eleven different items of clothing with their indefinite articles/determiners in the foreign language • introduced to the structure 'I wear' in the foreign language to further their linguistic knowledge and bank of vocabulary • will learn how to describe their different items of clothing as they look at the rules of adjectival agreement in more detail • will integrate everything they have learnt so far about clothes, adjectival agreement, and possessive adjectives. They will be expected to apply this knowledge in an activity where they will be packing their suitcase for a holiday • will revise and consolidate all language covered in the unit and complete the end of unit assessment
Music	<p><u>Composition to represent the festival of colour (Theme: Holi Festival)</u></p> <ul style="list-style-type: none"> • To understand that music can be represented with colours • To represent a piece of music as a graphic score • To create a vocal composition based on a picture • To create a piece of music inspired by a single colour • To work as a group to perform a piece of music
RSE	The Trinity. Catholic Social Teaching. Reaching Out.
Immersive Events/Visits/Visitors etc	Kingswood residential experience