Downview Primary School
Medium Term Planner
Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: **Collaboration, Communication, Co-operation, Creativity, Independence, Resilience.**
Together we live by the motto that **"At Downview we grow and learn together everyday."** At Downview Primary our behaviour mantra is that we are **"kind, respectful and safe."**

Year Group: 5
Summer Term: 2

Curriculum focus:
Geography: Oceans
Science: Materials II
Texts: Tempest & High Rise Mysteries

End of Unit Assessment Activity:
Summer White Rose maths assessments
Rising Stars – Grammar

Wow moments:
Geography beach visit – 30th June
Sports day – 23rd June
Transition morning – meeting your Year 6 teacher 1st July

Summer Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	**The Tempest** 1) To create noun phrases to write a letter 2) To explore characters' relationships and attributes 3) To use relative clauses to describe characters 4) To write a diary entry using the present perfect tense	**The Tempest** **5)** To use the present perfect tense to create dialogue **6)** To plan dialogue **7)** To use relative clauses and implied relative pronouns **8)** To use adverbials to describe the manner of a verb	**The Tempest** **9)** To draw inferences about characters and compare traits **10)** To identify the iambic pentameter within verse **11)** To identify and discuss story themes **12)** To use modals to explore degrees of possibility and to make predictions in iambic pentameter	**High Rise mysteries** 1) I can use a range of modal verbs to make predictions 2) I can write short character descriptions 3) I can use short sentences to build tension 4) I can use the passive voice to write a formal report	**High Rise mysteries** 5) I can use figurative language to describe a setting **6)** I can write a newspaper article **7)** I can include quotes in a newspaper article 8) I can write dialogue using colloquialisms	**High Rise mysteries** 9) I can use modal verbs to make predictions and give advice 10) I can use modal verbs to write a persuasive letter/email 11) I can plan my own detective narrative 12) I can write the beginning to a detective narrative	**High Rise mysteries** 13) To continue an extended detective narrative 13) To edit and redraft for cohesive devices 15) I can write a newspaper article
Reading	**Titanic – Literacy Tree, reading leaf** Give/explain the meaning of words in context Retrieve and record information /identify key details from fiction and non-fiction Summarise main ideas from more than one paragraph Make inferences from the text/explain and justify inferences with evidence form the text Identify /explain how information / narrative content is related and contributes to meaning as whole Identify/ explain how meaning is enhanced through choice of words and phrases Make comparisons within the text						
Maths Daily Flashback and SATs style group reasoning Q	**INSET day** **Decimals** **S3**: Can I add and subtract decimals across 1? **S4:** Can I add decimals with the same number of decimal places? **S5**: Can I subtract decimals with the same number of decimal places?	**S6**: Can I add decimals with different number of decimal places? **S7:** Can I subtract decimals with different number of decimal places? **S8:** Can I use efficient strategies for adding and subtracting decimals – reasoning Qs (2 days)	**S9:** Can I identify, continue and find missing decimals in decimal sequences? **S10:** Can I multiply by 10, 100 and 1000? **S11:** Can I divide by 10, 100 and 1000? **S12**: Can I multiply and divide decimals to work out the missing values?	**Negative Number** **S1:** Can I understand negative numbers? **S2:** Can I count through zero in ones? **S3**: Can I count through zero in multiples? **S4:** Can I compare and order negative numbers? **S5:** Can I find differences?	**Measure – Converting units** **S1:** Can I explore Kilograms and Kilometres – what they have in common and simple conversions? **S2:** Can I explore Millimeters and Millilitres – what they have in common and simple conversions? **S3:** Can I convert units of length? **S4:** Can I convert metric and imperial?	(Time recap from yr 4 – units of time, passing of time and 24 hr clock 2 sessions) **S5**: Can I convert units of time? **S6:** Can I read and interpret timetables? SATs style time questions – practical resources to support	**Measure – Volume** (Link back to Yr 3 volume liquids) **S1:** Can I measure volume using cubes? **S2:** Can I compare volumes? **S3;** Can I estimate volume? EXT: Can I calculate the volume of a 3 D shape using dimensions? **S4:** Can I estimate capacity?
Science Properties and changes in materials	Can I describe dissolving? Can I explain the difference between melting and dissolving? Can I identify materials which will dissolve in water? Can I investigate factors which affect the speed of dissolving?		Can I identify different ways materials can be mixed together? Can I use sieving, filtering, evaporating and other processes to separate mixtures of materials? Can I explain when to use which processes to separate mixtures?		Can I identify irreversible chemical changes? Can I identify reversible changes to materials? Can I explain irreversible chemical changes? Can I describe the new materials created in irreversible chemical changes?		Recap and review Quiz – Materials

Geography Oceans	**Kapow scheme – Why do Oceans matter?** 1) How do we use our Oceans? To explain the importance of Oceans.	**World Oceans day 8th June** 2) What is the Great Barrier Reef? To locate and describe the significance of the Great Barrier Reef.	3) Why are our oceans suffering? To explain the impact humans have on coral reefs and oceans.	**4)** What can we do to help our oceans? To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	5) How littered is our marine environment? – Data collection To collect data on the types of litter polluting a marine environment?	6) How littered is our marine environment? – Findings To present, analyse and evaluate data collected.	7) What is a fast fashion and why is it a problem? To explore sustainable fashion.
ART	**Kapow scheme – Sculpture: Interactive installation** 1) What is installation art? To identify and compare features of art installations.	2) Space and scale To investigate the effect of space and scale when creating 3D art.		3) Everyday amazing To problem-solve when creating 3d artworks.	4) Creative concepts To plan an installation that communicates an idea.	5) Viewer experience To apply knowledge of installation art and develop ideas into a finished piece.	
Computing Cont Vector drawings first two weeks	<u>Manipulating objects</u> To group objects to make them easier to work with *To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	<u>Creating a vector drawing</u> To apply what I have learned about vector drawings *To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	***Programming B – selection in quizzes*** <u>Exploring conditions</u> To explain how selection is used in computer programs **use sequence, selection, and repetition in programs; work with variables and various forms of input and output* **use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	<u>Selecting outcomes</u> To relate that a conditional statement connects a condition to an outcome **use sequence, selection, and repetition in programs; work with variables and various forms of input and output* **use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	<u>Asking questions</u> To explain how selection directs the flow of a program **use sequence, selection, and repetition in programs; work with variables and various forms of input and output* **use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	<u>Designing a quiz</u> To design a program that uses selection **design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* **select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	<u>Testing a quiz</u> To create a program that uses selection **design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* **select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*
PSHE Economic Well-being Transition	**Kapow scheme – Economic well-being** 5) Why challenge workplace stereotypes? To identify and challenge stereotyping in the workplace.	6) What makes a suitable career? To explore how personal interests and skills align with different careers.	**Kapow scheme – Year 5 transition lesson: Roles and responsibilities** To understand the skills needed to take on responsibilities in school Part 1	Sports day practice and Sports day – no PSHE lesson this week.	**Transition Morning in Year 6 – Preparation, questions, feedback from transition morning.**	**Kapow scheme – Year 5 transition lesson: Roles and responsibilities** To understand the skills needed to take on responsibilities in school Part 2	PSHE end of year review and quiz.
PE **Real PE: Unit 6 Health and fitness**	**Coordination – sending and receiving** I can describe how and why my body changes during and after exercise. I can describe the basic fitness components. I can send with good accuracy and weight. I can get in a good position to receive. I can send and receive with fluency/rhythm throughout. Outdoor games and Athletics practice – Sports day			**Agility – Ball chasing** I can explain why we need to warm-up and cool down. I can explain how often and how long I should exercise to be healthy. I can identify possible dangers when planning an activity. I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.			