



## Kingsteignton School Medium Term Plan

### Summer 2 Year 5

| Summer 2<br>2024                      | Week 1<br>(4/6/24)   | Week 2<br>(10/6/24)   | Week 3<br>(17/6/24)  | Week 4<br>(24/6/24)  | Week 5<br>(1/7/24)  | Week 6<br>(8/7/24)  | Week 7<br>(15/7/24)  | Week 8<br>(22/7/24)                  |
|---------------------------------------|--|---|--|--|---|---|--|--------------------------------------|
| <b>English</b>                        | <b>Women in Science</b><br>L12 Plan big write<br>L13 & 14 Big write (2 lessons)<br><br><b>Hansel &amp; Gretel Elicitation task</b> | <b>Hansel &amp; Gretel- Narrative</b><br><b>Immersion in the text</b> | <b>Hansel &amp; Gretel- Narrative</b><br><b>Inventing our own text</b> | <b>Hansel &amp; Gretel- Narrative</b><br><b>Inventing our own text</b> | <b>Earth verse – poetry</b><br>Elicitation task<br>Can I discuss my initial responses to the poems?<br>Can I understand the structure of a haiku?<br>Can I practice and learn a series of haikus?<br>Can I explore the noun phrases and verb choices? | Can I develop imagery through personification?<br>Can I reconstruct poems from the book?<br>Can I practice haikus about objects?<br>Can I research vocabulary for my big write? | Can I complete a shared write?<br>Can I plan my big write?<br>Can I write haikus?<br>Can I proofread, edit and uplevel haikus? |                                      |
| <b>Cross-curricular English</b>       |  |   |  |  |   |   |  |                                      |
| <b>Whole Class Reading Enrichment</b> | Guided Reading – 1 week nonfiction Biographies   | Guided Reading – The Explorer VIPERS                                  | Guided Reading – The Explorer VIPERS                                   | Guided Reading – The Explorer VIPERS                                   | Guided Reading – 1 week poetry  | Guided Reading – The Explorer VIPERS  | Guided Reading – The Explorer VIPERS   | Guided Reading – The Explorer VIPERS |
| <b>Maths</b>                          | <b>Decimals</b><br>Can I complete decimal sequences?   | End of topic assessment   | Can I find the difference?   | Can U convert between metric and imperial units?                       | Can I estimate volume?  | End of term papers (2)<br>Consolidation lessons   | Mental maths strategies  |                                      |

|                               |   |   |   |  |  |  |   |                              |
|-------------------------------|---|---|---|--|--|--|---|------------------------------|
|                               | Can I multiply by 10, 100 & 1,000?<br>Can I divide by 10, 100 & 1,000?<br>Can I multiply and divide decimals with missing values? | <b>Negative numbers – elicitation</b><br>Can I understand negative numbers?<br>Can I count through zero in 1s?<br>Can I count through zero in multiples?<br>Can I compare and order negative numbers? | End of topic assessment<br><b>Converting units – elicitation</b><br>Can I convert kilograms and kilometres?<br>Can I convert millimetres and millilitres?<br>Can I convert units of length? | Can I convert units of time?<br>End of topic assessment<br><b>Volume – elicitation</b><br>Can I find cubic centimetres?<br>Can I compare volume? | Can I estimate capacity?<br>End of topic assessment<br><br>Consolidation lessons |  | Reasoning and problem solving   |                              |
| <b>Cross-curricular Maths</b> | Science, cloning plants– recording data   |   | <b>Science, cloning plants– recording data</b>  |  | <b>Science, cloning plants– recoding and interpreting data</b>                   |  |   |                              |
| <b>Science</b>                | <b>Reversible &amp; irreversible changes</b>  | S5 Irreversible changes – burning<br>S6 Irreversible changes – acid   | <b>End of topic Sustainability</b><br>Plastic pollution   | Plastic pollution  | <b>Reproduction B</b><br>S1 Findings<br>S2 Interpreting data                     | Class chosen science experiments                   |   |                              |
| <b>History</b>                | <b>Start of unit Who were the Maya and what have we learned from them?</b>  | Who were the Mayans and when and where did they live?   | What evidence did we have to prove that Mayans were an advanced civilisation?   | How did Mayans become associated with the ball game Pok-ta-pok?  | What do we know about the rituals carried out by Mayan civilisation?             | What caused the Mayan civilisation to disappear?   | End of unit<br><b>Who were the Maya and what have we learned from them?</b> |                              |
| <b>Geography</b>              |   |   |   |  |  |  |   |                              |
| <b>Art</b>                    |   |   |   |  |  |  |   |                              |
| <b>DT</b>                     | <b>Mayan Chocolate</b>  | Researching products  | Product Testing   | Product ideas  | Product Design   | Product making                                     | Product evaluation  |                              |
| <b>PE</b>                     | <b>Striking and fielding</b>  | <b>Striking and fielding Swimming</b>   | <b>Striking and fielding</b>  | <b>Striking and fielding Swimming</b>  | <b>Striking and fielding Swimming</b>  | <b>Striking and fielding Sports day</b>            | <b>Striking and fielding</b>  | <b>Striking and fielding</b> |
| <b>PSHE Rights Respecting</b> | <b>RELATIONSHIPS</b><br>Relationships and tech  | <b>CHANGING ME –</b><br>Self and body image   | Puberty for girls   | Puberty for boys   | Conception (optional lesson)   | Becoming a teenager                                | Looking ahead – next year   |                              |
| <b>RE</b>                     | Creation and science conflicting on complementary?<br>Creation and the bible story  | Creation and the big bang   | Christians and scientific theories  | Christians views on science and religion   | Christians and God as the creator  | Creation and science conflicting on complementary? | Assessment  |                              |
| <b>Computing E-Safety</b>     | 3D Modelling  | 3D Modelling  | 3D Modelling  | 3D Modelling   | Concept Mapping  | Concept Mapping                                    | Concept Mapping   | Concept Mapping              |

|              | Lesson 1 – Introducing<br>2Design and Make              | Lesson 2 – Moving<br>Points   | Lesson 3 – Designing<br>for a Purpose | Lesson 4 – Printing and<br>Making          | Lesson 1 –<br>Introduction to<br>Concept Mapping | Lesson 2- Using<br>2Connect | Lesson 3- 2Connect<br>Story Mode | Lesson 4 –<br>Collaborative Concept<br>Maps |
|--------------|---|-------------------------------|---------------------------------------|--|--|-----------------------------|----------------------------------|---|
| <b>MFL</b>   | <b>Little red riding hood</b><br>8 nouns from the story | Nouns relating to the<br>body | Say all key vocab in<br>context       | Read and spell all key<br>vocab in context | consolidate                                      | assessment                  |                                  |   |
| <b>Music</b> | Samba workshop  |                               |                                       |  |  |                             |                                  |   |