



Summer Medium Term Plan – Year 5

School Driver Focus

Summer 1 – Independent Enquirer

Summer 2 – Reflective Learner

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Read, spell and pronounce scientific vocabulary accurately</p> <p>Relate the outcome from an enquiry to scientific knowledge, in order to state whether evidence supports or refutes an argument or theory</p> <p>Explain a conclusion from an enquiry</p> <p>Explain causal relationships in an enquiry</p> <p>Report findings from enquiries in a range of ways</p> <p>Use the outcome of test results to make predictions and set up a further comparative fair test</p> <p>make Record date and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Measure accurately and precisely, using a range of equipment</p> <p>Control variables in an enquiry</p> <p>Plan different types of scientific enquiry.</p>	<p>Previous vocab plus, notice patterns, relationships</p> <p>independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, scatter graphs, line graphs, causal relationships, support/refute, data loggers.</p>	



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		<ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments 			
	Living things and their habitats	Pupils should be taught to: <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 		Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young.	
	Animals, including humans	Pupils should be taught to: <ul style="list-style-type: none"> describe the changes as humans develop to old age 		Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young.	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Computing	Information technology	2. Use search technologies effectively 3. 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	<ul style="list-style-type: none"> To understand paper databases. To compare paper and computer databases. To understand how grouping and sorting data using a computer database, allows us to answer questions more promptly. 	Refine procedures Variable Hardware + software control Change inputs Different outputs Articulate solutions Commands Online sharing	



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		accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> • To begin to understand that tools can be used to select specific data. • To begin to plan and contribute to a blog. • To use editing tools to edit a blog. 	Multimedia effects Multimedia modification Transitions Hyperlinks Editing tools Refining Online sharing Computing devices Internet parts Collaboration Responsibility Searching strategies Spreadsheets Complex searches (and/or: </>) Problem solving Present answers Analyse information Question data Interpret Webpages	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	Human and physical feature	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	<ul style="list-style-type: none"> • To know about changes to world environments over time. • To understand why people seek to manage and sustain their environment. • To include trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). 	Key Physical Geography vocabulary: (in addition to previous years) terrain, climate, counties, regions. Key Human Geography vocabulary: (in addition to previous years) settlement, town, city, land use, region,	



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	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		economic activity, trade route.	
	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> • To begin to suggest questions for investigating • To begin to use primary and secondary sources of evidence in their investigations. • To collect and record evidence unaided • To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life <p>Direction and Location</p> <ul style="list-style-type: none"> • To use 8 Compass points; • To begin to use 4 figure co-ordinates to locate features on a map. <p>Drawing Maps</p> <ul style="list-style-type: none"> • To begin to draw a variety of thematic maps based on their own data. <p>Representation</p>	<p>Use 8 points of a compass, grid-reference, scale, grid lines, OS symbols, longitude, latitude, Northern and Southern hemisphere, Prime/Greenwich Meridian, time zones.</p>	
Geographical skills and fieldwork				



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			<ul style="list-style-type: none"> • To draw a sketch map using symbols and a key; • To use/recognise OS map symbols. <p>Using Maps</p> <ul style="list-style-type: none"> • To compare maps with aerial photographs. <p>-Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Scale/Distance</p> <ul style="list-style-type: none"> • To find/recognise places on maps of different scales. (E.g. river Nile.) <p>Perspective</p> <ul style="list-style-type: none"> • To draw a plan view map with some accuracy. <p>Map Knowledge</p> <ul style="list-style-type: none"> • To identify significant places and environments <p>Style fo Map</p> <ul style="list-style-type: none"> • To use medium scale land ranger OS maps. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<ul style="list-style-type: none"> • To place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • To gain greater Historical perspective by placing their growing knowledge into different contexts. 	Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable	



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		<ul style="list-style-type: none"> • To use and relevant terms and period labels - Empire, civilisation parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. • To make comparisons between different times in the past. • To develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse	
Range and depth of historical knowledge	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • To examine causes and results of great events and the impact on people. 		
Historical interpretation	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • To compare different accounts of events from different sources – fact or fiction. • To offer some reasons for different versions of events. 		
Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> • To use evidence to build up a picture of a past event. • To select relevant sections of information. • To use the library and internet for research with increasing confidence. • To answer and devise own Historically valid questions about 		



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			change, cause, similarity and difference and significance		
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> • To recall, select and organise historical information. • To construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • To communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> • To use sketchbooks Plan a sculpture through drawing and other preparatory work. • To use the sketch book to plan how to join parts of the sculpture. • To keep notes which consider how a piece of work may be developed further • To use sketchbooks to collect and record visual information from different sources as well as planning, 	Mixing Model Observation Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture	



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		<p>trying out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> To adapt work as and when necessary and explain why. 	<p>Tools Wire Mixing Model Observation</p>	
Drawing	<p>KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.</p>	<ul style="list-style-type: none"> To work in a sustained and independent way to create a detailed drawing. To develop a key element of their work: line, tone, pattern, texture. To use different techniques for different purposes i.e. shading, hatching within their own work. To start to develop their own style using tonal contrast and mixed media. To have opportunities to develop further simple perspective in their work using a single focal point and horizon. To begin to develop an awareness of composition, scale and proportion in their paintings. To use drawing techniques to work from a variety of sources including observation, photographs and digital images. To develop close observation skills using a variety of view finders. 	<p>Oil pastels Overlays Pencil Perspective Sculpture Shape Textiles Texture Tools Wire</p>	
Art through technology		<ul style="list-style-type: none"> To scan an image or take digital photographs and use software to 		



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			alter them, adapt them and create work with meaning. <ul style="list-style-type: none"> • To compose a photo with thought for textural qualities, light and shade. 		
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> • To recognise the art of key artists and begin to place them in key movements or historical events. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • To explore a range of great artists, architects and designers in history. • To compare the style of different styles and approaches. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Athletics	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of	Health and Fitness <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise. Running <ul style="list-style-type: none"> • To identify their reaction times when performing a sprint start. 	Baton Bend Carousel Continuous Control Distance Extend Landing Long Jump Pull Push	



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	<p>how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> . Use running, jumping, throwing and catching in isolation and in combination. . Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. . Develop flexibility, strength, technique, control and balance. . Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • To accelerate from a variety of different starting positions. • To confidently and independently select the most appropriate pace for different distances and different parts of a run. <p>Jumping</p> <ul style="list-style-type: none"> • To improve techniques for jumping for distance. • To perform an effective standing long jump. • To land safely and with control. • To investigate different jumping techniques. <p>Throwing</p> <ul style="list-style-type: none"> • To perform a fling throw. • To throw a variety of implements using a range of throwing techniques. • To measure and record the distance of their throws. • To continue to develop techniques to throw for increased distance. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To consistently perform and apply skills and techniques with accuracy and control. • To take part in competitive games with strong understanding of tactics and composition. <p>Evaluate</p>	<p>Push Technique</p> <p>Rely</p> <p>Take off</p> <p>Throw</p>	
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		<ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others performance. • To explain why they have used particular skills or techniques, and the effect they have had on their performance. 		
Games	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, 	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise. <p>Striking and hitting a ball</p> <ul style="list-style-type: none"> • To use different techniques to hit a ball. • To identify and apply techniques for hitting a tennis ball. • To explore when different shots are best used. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> • To consolidate different ways of throwing and catching, and know when each is appropriate in a game. <p>Travelling with a ball</p>	<p>Beats</p> <p>Bounce pass</p> <p>Canon</p> <p>Collaboration</p> <p>Defend</p> <p>Dodging</p> <p>Footwork</p> <p>Goal</p> <p>Intercepting</p> <p>Land</p> <p>Marking</p> <p>Motif</p> <p>Names of Positions</p> <p>No-Contact</p> <p>Overhead pass</p> <p>Pivot</p> <p>Point</p> <p>Positions</p> <p>Push</p> <p>Receive</p> <p>Sections</p> <p>Shoulder Pass</p> <p>Signal</p> <p>Step</p>	



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	<p>hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • To use a variety of ways to dribble in a game with success. • To use ball skills in various ways and begin to link together. <p>Passing a Ball</p> <ul style="list-style-type: none"> • To pass a ball with speed and accuracy using appropriate techniques in a game situation. <p>Possession</p> <ul style="list-style-type: none"> • To keep and win back possession of the ball effectively in a team game. <p>Using Space</p> <ul style="list-style-type: none"> • To demonstrate an increasing awareness of space <p>Attacking and Defending</p> <ul style="list-style-type: none"> • To choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. <p>Tactics and Rules</p> <ul style="list-style-type: none"> • To know when to pass and when to dribble in a game. • To devise and adapt rules to create their own game. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To consistently perform and apply skills and techniques with accuracy and control. • To take part in competitive games with a strong understanding of tactics and composition. 	<p>Unison</p> <p>Variation</p> <p>Backhand</p> <p>Drop Serve</p> <p>Forehand</p> <p>Overhead score</p> <p>Rally</p> <p>Rally Building</p> <p>Scoring</p> <p>Volley</p>	
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		<p>Evaluate</p> <ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performance. • To explain why they have used particular skills or techniques, and the effect they have had on their performance 		
OAA	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team; 	<p>Health and Fitness</p> <ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise <p>Trails</p> <ul style="list-style-type: none"> • To start to orientate themselves with increasing confidence and accuracy around an orienteering course. • To design an orienteering course that can be followed and offers some challenge to others. • To begin to use navigation equipment to orientate around a trail. <p>Problem-solving</p> <ul style="list-style-type: none"> • To use clear communication to effectively complete a particular role in a team. 	<p>Participation</p> <p>Tactics</p> <p>Attack</p> <p>Defend</p> <p>Defence</p> <p>Competitive</p> <p>Competition</p> <p>Compete</p> <p>Mark</p>	



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	<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • To complete orienteering activities both as part of a team and independently. • To identify a key on a map and begin to use the information in activities <p>Preparation and Organisation</p> <ul style="list-style-type: none"> • To choose the best equipment for an outdoor activity. • To create an outdoor activity that challenges others. • To create a simple plan of an activity for others to follow. • To identify the quickest route to accurately navigate an orienteering course. <p>Communication</p> <ul style="list-style-type: none"> • To communicate clearly and effectively with others. • To work effectively as part of a team. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To complete an orienteering course on multiple occasions, in a quicker time due to improved technique. • To offer a detailed and effective evaluation of both personal performances and activities. • To improve a trail to increase the challenge of the course. <p>Evaluate</p>		
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			<ul style="list-style-type: none"> • To choose and use criteria to evaluate own and others' performances. • To explain why they have used particular skills or techniques, and the effect they have had on their performance. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> • To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • To sing three-part rounds, partner songs and songs with a verse and a chorus. • To perform a range of songs in school assemblies and in school performance opportunities. 	pitch rhythm timbre dynamics tempo duration texture accompaniment body percussion tuned percussion untuned percussion call and response chord [sounds] composer chord sequence glockenspiel sound effects improvisation lyrics melodic pattern meter [song lines] notation ostinati phrase/phrasing	
	Listening	Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;	<ul style="list-style-type: none"> • To improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • To improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very 	orchestration score melody instrument structure accent acoustic sound articulation attack balance bass descant coda cue cyclic pattern decay [of sound] drone timpani electronic music synthesiser ensemble entry point expression [musicality]	



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	develop an understanding of the history of music.	quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	glockenspiel graphic notation harmony Jazz style layers melody polyrhythm prelude processed sound rest rondo round sampling strong beat triad unison word setting concerto symphony choral	
Composting	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • To work in pairs, compose a short ternary piece. • To use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • To capture and record creative ideas, using graphic symbols, rhythm notation and time signatures, staff notation or technology. 		
Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<ul style="list-style-type: none"> • To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. • To understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. 		



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			<ul style="list-style-type: none"> • To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • To develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<ul style="list-style-type: none"> • To use internet and questionnaires for research and design ideas • To take a user's view into account when designing • To begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • To create own design criteria • To have a range of ideas • To produce a logical, realistic plan and explain it to others. • To use cross-sectional planning and annotated sketches • To make design decisions considering time and resources. • To clearly explain how parts of product will work. • To model and refine design ideas by making prototypes and using pattern pieces. • To use computer-aided designs 	Ingredients, yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savory, source, seasonally, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. seam allowance, wadding, reinforce, right side, wrong	



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	<p>Make</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<ul style="list-style-type: none"> • To select suitable tools and equipment, explain choices in relation to required techniques and use accurately • To select appropriate materials, fit for purpose; explain choices • To work through plan in order. • To realise if product is going to be good quality • To measure, mark out, cut and shape materials/components with some accuracy • To assemble, join and combine materials and components with some accuracy • To apply a range of finishing techniques with some 	<p>side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastening</p> <p>Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output.</p>	
	<p>Evaluate</p>	<p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world</p>	<ul style="list-style-type: none"> • To evaluate quality of design while designing and making • To evaluate ideas and finished product against specification, considering purpose and appearance. • To test and evaluate final product • To evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • To begin to evaluate how much products cost to make and how innovative they are 	<p>Reed, switch, toggle switch, push-to-make switch, light, emitting diode (Led), bulb, bulb holder, battery, battery holder, usb cable, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, series circuit, parallel circuit.</p>	



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			<ul style="list-style-type: none"> • To research how sustainable materials are • To talk about some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products 	
	<p>Technical Knowledge: Cooking and Nutrition</p>	<p>Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, ca</p>	<ul style="list-style-type: none"> • To explain how to be safe / hygienic and follow own guidelines • To present product well - interesting, attractive, fit for purpose • To begin to understand seasonality of foods • To understand food can be grown, reared or caught in the UK and the wider world • To describe how recipes can be adapted to change appearance, taste, texture, aroma • To explain how there are different substances in food / drink needed for health • To prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source • To use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	



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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	What does it mean to be a Muslim in Britain today? (living)		<ul style="list-style-type: none"> ☑ Make connections between 5 Pillars of Islam -& Muslim practice & their beliefs about God and the prophet Muhammad (pbuh) ☑ Describe and reflect upon the significance of the Qur'an to Muslims. ☑ Describe the forms of guidance a Muslim uses and compare them to pupils' lives. ☑ Make connections between the key functions of a mosque and the beliefs of Muslims 	<p>Christianity</p> <p>Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection,</p> <p>Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension</p> <p>Islam</p> <p>Muslim, Allah, Ummah, 5 Pillars,</p> <p>Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)</p> <p>Hinduism</p> <p>Reincarnation, karma, dharma</p> <p>Humanism</p>	



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				<p>Atheist, agnostic, Humanist, rationalist, Golden Rule, ‘spiritual but not religious’, secular, rationalist, science, natural selection, reason</p> <p>Buddhism</p> <p>Pilgrimage, suffering, Meditation, The Four Noble Truths, vows, rebirth</p> <p>General religious vocabulary</p> <p>Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.</p>	
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing. 	<p>Food Choices - Secret Eaters</p> <ul style="list-style-type: none"> • To know about the different food groups and their related importance as part of a balanced diet <p>To develop an awareness of their own dietary needs</p> <p>Food Choices - Invention Team</p> <ul style="list-style-type: none"> • To work independently and in groups, taking on different roles and collaborating towards common goals <p>To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>Cooking - Michelin Stars</p> <ul style="list-style-type: none"> • To know how to cook and apply the principles of nutrition and healthy eating <p>To prepare and cook with a variety of ingredients, using a range of cooking techniques</p> <p>Basic First Aid - First Aid Tips</p> <ul style="list-style-type: none"> • To know about and understand the importance of touch in a range of contexts <p>To know the difference between appropriate and inappropriate touches</p>	<ul style="list-style-type: none"> •protect •individuals •communities •injustice •agreements •democracy •misuse •substances •drugs •appropriate •support •emotions •feelings •diverse •changing •interconnected •roles •negative pressures •puberty •healthy lifestyle •responsibility •physical activity •nutrition •influence •positively •negatively •achievement •nutrition •physically •mentally •healthy lifestyle •relationships •negative pressures •negotiate •relation-ship •balance •collaborative •common goals •contribute •agreements •respond •challenges •taking/ managing risk •respons-ible choice •fairness •skills •consideration •relation-ship •diverse •interconnected •responsibility •behaviour 	



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	<p>Growing and Relationships</p>	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. 2. How to recognise and manage emotions within a range of relationships. 3. How to recognise risky or negative relationships including all forms of bullying and abuse. 4. How to respond to risky or negative relationships and ask for help. 5. How to respect equality and diversity in relationships 	<p>Physical Contact - Touch Sensitive</p> <p>To know about and understand the importance of touch in a range of contexts</p> <ul style="list-style-type: none"> • To know the difference between appropriate and inappropriate touches <p>Responding - Scrabble</p> <ul style="list-style-type: none"> • To recognise that there are many ways to communicate <p>To understand the need to both listen and speak when communicating with others</p> <p>Shared Goals - It's All Go!</p> <ul style="list-style-type: none"> • To recognise that there are many roles within a community <p>To understand the need to collaborate in a group situation</p> <p>Community Spirit - All Join In</p> <ul style="list-style-type: none"> • To recognise that there are many roles within a community <p>To understand the need to collaborate in a group situation</p>	<ul style="list-style-type: none"> •safety •independent •influence •changing 	
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Spanish	Listening	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> • To begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary. • To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. 		
	Speaking	<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> • To ask and answer questions on the current topic. • To produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. 		



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Writing	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> • To begin to use dictionaries to find the meaning of unknown words and to translate own ideas. • To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. 		
Reading	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> • To read and show understanding of more complex written phrases • To read and show understanding of a piece of writing based on the current topic. • To read short passages and answer questions on what they have read. 		
Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key 	<ul style="list-style-type: none"> • To use all persons of several regular verbs in the present tense (with the support of a frame). 		



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		features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English			
	Culture		Respect and understand cultural diversity Understand how symbols, objects and pictures can represent a country Talk about, discuss and present information about a country's culture. Focus on La Tomatina festival (historical event) August		