Medium Term Planning 24/25
Year 5 – Summer 1

Please indicate if lesson is:
- ENGAGE
- DEVELOP
- INNOVATE
- EXPRESS

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SUMMER ONE					
	Week 1 **21/4/25** **Monday (Bank Holiday)**	**Week 2** **28/4/25**	**Week 3** **5/5/25** **Monday (Bank Holiday)**	**Week 4** **12/5/25**	**Week 5** **19/5/25** **Friday (Inset Day)**
English Writing **DI**	**Monday** Bank Holiday **Tuesday:** LI: To construct a timeline about David Attenborough's life with real facts about his achievements and write effective sentences for a biography. **Steps to Success:** • Alliteration • Colon to separate two clauses • Extra information inserted using a bracket **Wednesday** LI: To find out more about David Attenborough and write effective sentences for a biography. **Steps to Success:** • Exclamation Sentence • Simile • Rhetorical Question with a modal verb **Thursday** LI: To write effective sentences for a biography. **Steps to Success:** • Complex sentence • Metaphor • Conjunction	**Monday** LI: To write effective sentences for a biography. **Steps to Success:** • -ify verbs • Sight/colour simile • Onomatopoeia **Tuesday** LI: To write effective sentences for a biography. **Steps to Success:** • Dashes for parenthesis • -ly adverbs • Complex sentence –ing **Wednesday** LI: To write effective sentences for a biography. **Steps to Success:** • Adverbial phrase • Repetition for effect • Inner thought **Thursday** LI: To write effective sentences for a biography. **Steps to Success:** • Modal verbs • Positive adjectives • Colon to introduce a list SPARE: Learning Objective: To interview a visitor to find out what sparks a lifelong passion for a particular interest.	**Monday** Bank Holiday **Tuesday** To write effective sentences for a biography. **Steps to Success:** • Inverted commas • Powerful quote • Re- prefix words Conclusion conjunction **Wednesday** LI: To Plan a Biography **Thursday** LI: To Write a Biography SPARE To be a narrator for a nature documentary in the style of David Attenborough.	**Monday** LI: To introduce the balanced argument shape and Online research on children's screen use and links to wellbeing. **Tuesday** LI: To take part in a class debate, interview others about the important issue of children's screen use and to write effective sentences for our balanced argument. **Steps to Success:** • Time adverbial & powerful adjective • Colon to introduce a list • Contrasting conjunction (subordinate clause) **Wednesday** LI: To write effective sentences for our balanced argument. **Steps to Success:** • Relative clause • Quote • Adverb & formal language **Thursday** LI: To write effective sentences for our balanced argument. **Steps to Success:** • Contrasting conjunction • Modal verb • Suffixes & formal language	**Monday** LI: To write effective sentences for our balanced argument. **Steps to Success:** • Quote • Data & brackets • Rhetorical question **Tuesday** LI: To write effective sentences for our balanced argument. **Steps to Success:** • Quote • Brackets • Colon (to introduce list) **Wednesday** LI: To write effective sentences for our balanced argument. **Steps to Success:** • Complex sentence • Data • Colon & semi-colons **Thursday** LI: To write effective sentences for our balanced argument. **Steps to Success:** • Dash & commas in a list • Quote • Complex sentence (non-finite verb) **Friday** Inset Day
English Reading **CFF**	**Mon Bank Holiday**	**Monday: LI: to skim and scan.** **Tuesday: LI: to text mark.** **Thursday: LI: to practice inference.** **Friday: reading comprehension practice**	**Mon Bank Holiday** **Tuesday: LI: to read for meaning** **Thursday: LI: to predict and summarise.** **Friday: Reading comprehension practice.**	 **Monday: LI: to activate prior knowledge.**	**Monday: LI: to text mark.** **Tuesday: LI: to practice inference** **Thursday: LI: to read for meaning** **Fri inset**

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	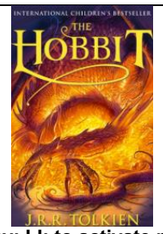 **Tuesday: LI: to activate prior knowledge** **Thursday: LI: to understand new vocabulary** **Friday: reading comprehension practice.**			**Tuesday: LI: to understand new vocabulary** **Thursday: LI: to skim and scan** **Friday: Reading comprehension practice**	
Spelling **DI**	**Words with /ei/ sound, spelt ei, eigh or ey** neighbour eight straight vein weigh (Year 4 revision/Week 10)	**I before e except after c** deceive receipt ceiling receive conceive	**Near Homophones** steal/steel personal/personnel wary/weary dessert/desert	**Plurals -s** trousers scissors amends pyjamas smithereens	**<le> can spell the sound /l/** sensible uncomfortable stumble capable obstacle
Maths **CFF** **6 times tables**	**Mon Bank Holiday** **4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.** **• 5NPV–5 Convert between units of measure, including using common decimals and fractions.** **5F–1 Find non-unit fractions of quantities.5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.** **3.6 Multiplying whole numbers and Fractions** **Multiply a proper fraction by a whole number.** **Tuesday: Pre assessment** **Wednesday: LI: to multiply a proper fraction by a whole number where the product is within a whole.** **Thursday: LI: to multiply a proper fraction by a whole number where the product is greater than a whole.** **Friday: Arithmetic paper**	**Monday: LI: to solve problems involving multiplying proper fractions by whole numbers.** **Tuesday: LI: to multiply a mixed number by a whole number not bridging a whole.** **Wednesday: LI: to multiply a mixed number by a whole number bridging a whole** **Thursday: LI: 6 times table lesson** **Friday: Arithmetic paper**	**Mon Bank Holiday** **Tuesday: LI: to solve problems involving fractions and mixed numbers.** **Find unit and non-unit fractions of whole numbers exploring parts and wholes** **Wednesday: LI: to find a unit fraction of a quantity using representations.** **Thursday: LI: to use knowledge of multiplying a whole number by a unit fraction to solve problems.** **Friday: Arithmetic paper**	**Monday: LI: to multiply a whole number by a proper fraction.** **Tuesday: LI: to find the whole when the size of a unit fraction is known..** **Wednesday: LI: to find the whole when the size of a non-unit fraction is known** **F –3 Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions.** **• 3.6 Multiplying whole numbers and fractions** **• 3.7 Finding equivalent fractions and simplifying fractions** **• 3.10 Linking fractions, decimals and percentages** **Thursday: LI: to use representations to describe and compare fractions** **Friday:** **Arithmetic paper**	**Monday: LI: to use representations to describe and compare two fractions in a continuous context** **Tuesday: LI: to use the relationship between the numerator and denominator in equivalent fractions to solve problems.** **Wednesday: LI: to explain the relationship within families of equivalent fractions.** **Thursday: arithmetic test** **Friday inset**

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Science **Properties of Changing Materials**  DI	Introductory Lesson: Properties of Materials Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). Lesson Two: Engage – Testing Properties Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass.	Lesson One: Engage – Thermal Conductivity Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism Lesson Two: Engage – Measuring Change in Temperature Take increasingly accurate measurements in standard units, using a range of chosen equipment.	Lesson One: 4A & 4B (COMBINED) Engage – Testing Thermal Insulators Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). Take increasingly accurate measurements in standard units, using a range of chosen equipment. Engage – Testing Thermal Insulators Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass. Lesson Two: Engage – Solubility Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution, and the solute can be recovered by evaporating off the solvent.	Lesson One: Develop One – Exploring Mixtures (Sieving) Separate mixtures by filtering, sieving and evaporating. Identify, demonstrate and compare reversible and irreversible changes. Lesson Two: Develop 2A & 2B (COMBINED) Exploring Mixtures - Filtering Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. Separate mixtures by filtering, sieving and evaporating. Identify, demonstrate and compare reversible and irreversible changes.	Lesson One: Develop 3A & 3B (COMBINED) Exploring Mixtures – Evaporating Separate mixtures by filtering, sieving and evaporating. Identify, demonstrate and compare reversible and irreversible changes. Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. Lesson Two: Develop 2 (COMBINED) Reversible & Irreversible Changes Identify, demonstrate and compare reversible and irreversible changes. Explain the precautions needed for working safely when heating, burning, cooling and mixing materials. Identify, demonstrate and compare reversible and irreversible changes. Lesson Three: Innovate Let's investigate focus: Planning and carrying out
History **Ancient Greeks**	**Introductory knowledge** **LI: to sequence and make connections between periods of world history on a timeline.** **Sequence and make connections between periods of world history on a timeline.** **What is meant by the term 'chronology'?**	**Time teams** **LI: to use a range of historical sources or artefacts to build a picture of a historical event or person** **Use a range of historical sources or artefacts to build a picture of a historical event or person** **What can artefacts tell us about life during ancient Greek times ?** **Geography of Greece** **LI: to analyse and compare a place, or places, using aerial**	**Minoan civilisation** **LI: to frame historically valid questions about continuity and change.** **Explain how everyday life in an ancient civilisation changed or continued during different periods.** **Frame historically valid questions about continuity and change and construct informed responses.** **Who were the Minoans?**	**Comparing the Minoans and Mycenaeans** **LI: to Compare and contrast an aspect of history across two or more periods studied.** **Compare and contrast an aspect of history across two or more periods studied.** **Sequence and make connections between periods of world history on a timeline.** **How do the Minoan and Mycenaeans compare with one another?** **Discovering the Dark age and Archaic period**	**Comparing the Dark age and Archaic period** **LI: to compare and contrast and aspect of history across two or more periods studied.** **Compare and contrast an aspect of history across two or more periods studied.** **Sequence and make connections between periods of world history on a timeline.** **How does the Archaic period and the dark Age compare with one another?** **City states** **LI: to study a feature of a past civilisation or society.**

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		photographs. atlases and maps. **What were the main geographical features of ancient Greece?** **Analyse and compare a place, or places, using aerial photographs. atlases and maps.**		**LI: to frame historically valid questions about continuity and change.** **Frame historically valid questions about continuity and change and construct informed responses.** **Sequence and make connections between periods of world history on a timeline.** **What happened during the Archaic period and the dark age?**	**Explain how everyday life in an ancient civilisation changed or continued during different periods.** **Study a feature of a past civilisation or society.** **Sequence and make connections between periods of world history on a timeline.** **What is a city state?**
Design & Technology **DI**	SUMMER TWO				
Art Mixed Media  **DI**	Artist Study: Papercraft Make and use paper to explore traditional crafting techniques	Papermaking Make and use paper to explore traditional crafting techniques. **Paper Collage** Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.	**Fabric Crumb** Use applique to add decoration to a product or artwork. Combine stitches and fabrics with imagination to create a mixed media collage. **Mixed Media** Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.	**Photo Collage & Surrealism** Add text or printed materials to a photographic background.	Innovate Creating Mixed Media Artwork Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.
Geography	SUMMER TWO – FIELD TRIP				
Music  **CFF** **Looping and remixing**	**Lesson 1** **LI: to play a simple looped rhythm from notation.** **Improvise and compose music for a range of purposes using**	**Lesson 2** **LI: to explore how sound can be layered using loops.** **Improvise and compose music for a range of purposes using the inter-related dimensions of music.**	**Lesson 3** **LI: To play a melody line accurately and fluently.** **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**	**Lesson 4** **LI: to select a section of a tune and perform it as a loop.** **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**	**Lesson 5** **LI to combine loops to create a remix.** **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.** **Improvise and compose music for a range of**

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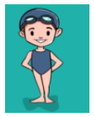
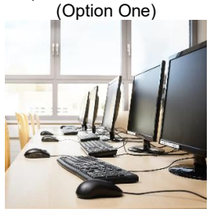
	the inter-related dimensions of music. **Use and understand staff and other musical notations.**	**Listen with attention to detail and recall sounds with increasing aural memory.**	**Listen with attention to detail and recall sounds with increasing aural memory.** **Use and understand staff and other musical notations.** **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.**	**Improvise and compose music for a range of purposes using the inter-related dimensions of music.** **Listen with attention to detail and recall sounds with increasing aural memory.** **Use and understand staff and other musical notations.**	**purposes using the inter-related dimensions of music.** **Use and understand staff and other musical notations.**
PE  **Swimming & Fitness**	**Strokes:** understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster I can perform safe self-rescue in different water-based situations I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	**Skills:** **Strokes:** demonstrate increased technique in a range of stokes, swimming over a distance of 25m. **Breathing:** explore underwater breaststroke breathing technique over a distance of 25m. **Water safety:** explore safety techniques to include the H.E.L.P and huddle positions.		**Knowledge:** **Breathing:** know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. **Water safety:** know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.	
RE	SUMMER TWO				
PSHE **Being My Best**	**It all adds up!** • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	**Different Skills** • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.	**My School Community** • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community.	**Independence & Responsibility** • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people	**Star Qualities** • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.
Computing Stop Go Motion Animation (Option One)  **1 X E-SAFETY LESSON** **(Saved for Summer Two)**	**Lesson 1:** **Animation explored** LI: To understand what animation is.	**Lesson 2:** **Exploring stop-motion** LI: To understand what stop motion animation is.	**Lesson 3:** **Planning my stop-motion project** LI: To plan a stop motion video.	**Lesson 4:** **Stop motion creation** LI: To create a stop motion animation.	**Lesson 5:** **Editing my stop-motion project** LI: To edit my stop motion animation.

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French	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5:
	**French – action!** LI: To recognise that verbs take different forms and to find infinitive verbs in a dictionary.	**Who is doing what in French?** LI: To begin to recognise some regular verbs in the present tense.	**French verbs in a spin** LI: To recognise that verbs take different forms and to find infinitive verbs in a dictionary.	**French irregulars – to have and to be** LI: To know that some verbs do not follow regular patterns.	**A French week** LI: To build and deliver a short presentation, choosing and using a range of action verbs.