

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	Maths	English			Science - Living things and their habitats			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Year 4: recognise and write decimal equivalents of any number of tenths or hundreds	VIPERS	Character work linked to World Book Day Year 4- Autumn Term- Character Description linked to Greek Myths		Year 5 - AUT1 - Animals including humans			

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	<p>recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>round decimals with 1 decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal</p>				
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Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	<p>places up to 2 decimal places</p> <p>Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.</p>				
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Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

Pre & post assessments	White Rose Maths assessments for pre and post learning.	Weekly unseen comprehension	Week 1-Cold write- character description-fictional character Week 4- Hot write- character description on the 'Varmints' Week 5- Cold write- persuasive letter to Mrs Hardy Week 7- Hot write to MP					Children draw out their own life cycle
		Weekly unseen comprehension						Life cycle comparison

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

Unit assessment								
1	<p>How do I add decimals within 1?</p> <p>How do I subtract decimals within 1?</p> <p>What are the decimal complements to 1?</p> <p>How do I add decimals crossing the whole?</p>	<p>Wildlife (Non-fiction)</p> <p>LQ: How do I write a glossary?</p> <p>LQ: How do I verbally answer inference, prediction and explanation questions?</p> <p>LQ: How do I answer inference, prediction and</p>	<p>Hook character charades</p> <p>Cold write- Character description of a fictional character of their choice</p> <p>What actions can I create for the model text?</p> <p>What are parentheses and how do I</p>	<p>How can I confidently read the text aloud to the class?</p>	<p>Pre-learn:</p> <p>Plan concept cartoon</p> <p>Hook - snails and their life cycle.</p>		<p>What is the life cycle of an amphibian?</p>	

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

		explanation questions? Unseen comprehension Book Talk	punctuate these? What are the main features of the model text?					
2	How do I add decimals with the same number of decimal places? How do I subtract decimals with the same number of decimal places? How do I add decimals with a	There's A Rang-Tang In My Bedroom (Fiction) LQ: What can I infer from a picture? LQ: How do I verbally answer retrieval, inference and	Peak rigg week Hot write-character description (2 sessions)				What is the life cycle of a mammal?	

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	<p>different number of decimal places?</p> <p>How do I subtract decimals with a different number of decimal places?</p>	<p>explanation questions?</p> <p>LQ: How do I answer retrieval, inference and summarising questions?</p> <p>Unseen comprehension</p> <p>Book Talk</p>						
3	<p>How do I sequence decimals?</p> <p>How do I multiply decimals by 10, 100 and 1000?</p>	<p>Rainforest, from 'Wild World' (Poem)</p> <p>LQ: How do I show my understanding of a poem through</p>	<p>Who are the varmints?</p> <p>How can I describe the varmints?</p>				<p>What is the life cycle of an insect?</p>	

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	<p>How do I divide decimals by 10, 100 and 1000?</p> <p>Post unit assessment.</p>	<p>intonation, tone and volume?</p> <p>LQ: How do I verbally answer vocabulary, explanation, summarising questions?</p> <p>LQ: How do I answer vocabulary, explanation, summarising questions?</p> <p>Unseen comprehension</p> <p>Book Talk</p>	<p>How do I box up the model text?</p> <p>What ideas could I use in my own character description?</p>					
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Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

4	Pre- Unit Assessment	Benedict Allen, from Great Adventurers (Non-fiction)	Hot write-paragraph 1					
	How can I measure acute angles with a protractor?	LQ: How do I explore and understand new vocabulary?	Hot write-paragraph 2					
	How can I measure obtuse angles with a protractor?	LQ: How do I verbally answer retrieval, inference and sequencing questions?	Hot write-paragraph 3					
	How can I draw lines and angles accurately?	LQ: How do I answer retrieval, inference and sequencing questions?	Editing stations and feedback/ How do I publish my work perfectly?					
							What is the life cycle of a bird?	How can I compare life cycles?

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

		Unseen comprehension Book Talk						
5	<p>How can I calculate angles around a point?</p> <p>How can I calculate lengths and angles in shapes?</p> <p>How can I calculate angles in regular and irregular polygons?</p> <p>How can I reason about 3D shapes?</p> <p>Post Unit Assessment:</p>	<p>Jungle Book Extract (Fiction)</p> <p>LQ: How do I explore and understand new vocabulary?</p> <p>LQ: How do I verbally answer vocabulary, prediction and explanation questions?</p>	<p>Hook- watch a debate with children trying to persuade /Cold Write- write a letter to Mrs Hardy to persuade her to improve something at Beaver Road.</p> <p>What actions can I create for the model text?</p>	<p>How do I persuade others in a debate?</p>			<p>How do animals reproduce?</p>	

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to
us all?

MTP

	Properties of shapes	<p>LQ: How do I answer vocabulary, prediction and explanation questions?</p> <p>Unseen comprehension</p> <p>Book Talk</p>	<p>What is emotive language and how can I use it to persuade others?</p> <p>What are the main features of a persuasive letter?</p> <p>In the Kapok Tree what powerful arguments are used to protect the Rainforest?</p>					
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Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

6	<p>Pre unit assessment: Position and direction</p> <p>How can I plot positions in the first quadrant?</p> <p>How can I translate shapes?</p> <p>How can I translate shapes using coordinates?</p> <p>How can I reflect shapes?</p>	<p>Walking With My Iguana (Poem)</p> <p>LQ: How do I show my understanding of a poem through intonation, tone and volume?</p> <p>LQ: How do I verbally answer explanation and inference questions?</p> <p>LQ: How do I answer explanation and inference questions?</p>	<p>What does a plan for a persuasive letter look like?</p> <p>Hot write- Introduction and paragraph 1</p> <p>Hot write- paragraph 2 and 3</p> <p>How do I edit and improve my persuasive letter? / Publishing (Possibly send to the local MP)</p>				<p>How do plants reproduce?</p>	
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Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to
us all?

MTP

		Unseen comprehension Book Talk						
End of unit assessment		Weekly comprehensions	Completed hot writes and published writes of a character description and a persuasive letter					Life cycle drawing and comparison

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	Geography	History	DT	Art	Computing We Are Web Developers.	PSHE Living in the Wider World
Prior Learning	Year 5 - Autumn 1 - rivers and the water cycle		Year 5- Designed and made watermill systems		Year 4: We Are Co-Authors	Year 4:
Pre & post assessments	What will the Rainforest look like in 50 years?		Thread a needle and attach two pieces of fabric together (applique).		Pre-learning task: what does a web developer do?	Healthy lifestyles unit Pre - discussion about what a “healthy lifestyle” is - flipchart paper

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	Letter to the environmental secretary (links with English) Why should the RF be important to us all? - What have the children learnt?		'Save the rainforest banners' using different sewing techniques and applique.			Post - re-visit flipchart paper and add to it
Unit assessment	Connecting images		'Save the rainforest banners' using different sewing techniques and applique.			

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

1	<p>Hook: Rang-tan: the story of dirty palm oil - YouTube</p> <p>Pre-unit: What will the RF look like in 50 years?</p> <p>Where are the world's rainforests located?</p>		<p>LQ: What was the Bayeux Tapestry and why was it created?</p>		<p>LQ - How can I plan a website?</p>	<p>- Anti-racism mural</p>
2	<p>Why are the world's rainforests located near the equator?</p>		<p>Peat Rigg</p>		<p>LQ - How does Search work?</p>	<p>LQ: What is a balanced diet?</p>
3	<p>What is a rainforest?</p>	<p>How have rainforests changed over time?</p>	<p>How do I sew a range of stitching</p>		<p>LQ - How can I choose my website content?</p>	<p>LQ: What factors might influence our food and drink choices?</p>

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to
us all?

MTP

			techniques, including applique?			
4	<p>What is a rainforest?</p> <p>Know what rivers rainforests are located near, and be able to name and locate many of the world's most famous rivers.</p> <p>What are the names of famous rivers and where are they situated?</p>		<p>How do I design a textiles banner to tell a story about the rainforest?</p>		<p>LQ - How can I add media to my website?</p>	-

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

5	What is deforestation and why is it important to protect the rainforest?		How do I make a textiles banner to tell a story about the rainforest?		LQ: Can I develop the media in my web page design?	-
6	Protest about deforestation Post-unit assessment		How effective was my 'Save the Rainforest' banner?		LQ: How will I review and improve my design?	-
End of Unit assessment	Why should the rainforest be important to us all?		Did my 'save the rainforest' banner meet the design purpose?		Can children use keywords in website designs to raise ranking in search engines?	Children can explain what makes a balanced diet and can discuss factors that influence our diet.

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	Music Body and tuned percussion	RE If God is everywhere, why go to a place of worship?	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	Year 5 - Spring 2 - Looping and remixing	Year 4: Religious Festivals, Life milestones: Baptism, bar Mitzvah, Samskaras, marriage	Children have a good understanding of the areas of athletics being taught however, they will need to develop these skills further.	Dance - key vocabulary (motif, unison, canon)	Colours, adjectives - putting these words into sentence (written and spoken)
Pre & post assessments	Children create their own body percussion in groups	What are the names of the places of worship of Christians/Jews/Muslims/Hindus/Sikhs?	Children will be tested in all areas of athletics including, Jumping, Throwing and Sprinting.	Dance - flipchart ideas about movement and rainforest associations Post - performance	Asking questions about identity

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

	Rainforest style percussion - mixture of instruments and body percussion	Can the children add new knowledge to existing knowledge using a purple pen? What is pilgrimage?	Children will take the same tests and compare results from week 1 and see if there are any improvements.		Mindmap of learning
Unit assessment	Body percussion and instrument work	Compare and contrast special places across religions.	Use running, jumping, throwing and catching in isolation and in combination Apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance	Dance - destruction of the rainforest end routine	Spoken and written activities throughout unit

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

1	<p>Lesson 1: Body percussion loops</p> <p>Be able to play a simple looped rhythm from notation</p>	<p>What features in places of worship are similar across different religions?</p>	<p>Children are going to test themselves in all areas of Athletics including, running, throwing and jumping. They will record these results on the results sheet provided.</p>	<p>LQ: How can I create a motif based around a theme?</p>	<p>Can I understand key identity questions?</p>
2	<p>Lesson 2: Mixing loops</p> <p>Create a piece of music using pre-written loops</p>	<p>What is pilgrimage?</p>	<p>The children are going to further enhance their sprinting, jumping and throwing techniques using video technology to compare and analyse their own and other children's performances.</p> <p>LQ: When sprinting, throwing and jumping what are the phases and how can we enhance these areas?</p>	<p>LQ: How can I show different levels, pathways and direction when I travel?</p>	<p>Can I ask and answer questions about identity?</p>

Year: 5

Term: Summer 1

Learning Challenge question
Why should the Rainforests be important to us all?

MTP

3	<p>Lesson 3: Learning the original</p> <p>Be able to play a melody line accurately and fluently</p>	<p>Where do Christians go on pilgrimage?</p>	<p>The children are going to enhance their understanding of the triple jump and be able to demonstrate with the correct technique/ sequence. The use of video and peer observation will be used to develop their understanding. LQ: How can we increase our triple jump distance?</p>	<p>LQ:How can I translate images into actions to communicate meaning?</p>	<p>Can I name the planets in Spanish?</p>
4	<p>Lesson 4:</p> <p>Looping fragments</p> <p>Select a section of a tune and perform it as a loop</p>	<p>Where do Muslims go on pilgrimage?</p>	<p>Children are going to further develop their hurdle technique. They will use video technology to analyse their own performance. LQ: What are the key points when jumping over the hurdle.</p>	<p>LQ: How can I use canon and , formation changes to improve our ideas?</p>	<p>Can I read and understand simple information about planets?</p>

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

5	Lesson 5: Remix Combine loops to create a remix	Where do Hindus go on pilgrimage?	Children are going to enhance their throwing technique in both, tennis ball throw and javelin throw. LQ: What are the key elements of throwing? Why are our legs so important?	LQ: How can I improve my routine based on feedback I am given?	Can I recall and use simple information about planets?
6	Make videos of performances which show key skills learned above, and put on seesaw	What is similar and what is different about pilgrimage in Christianity, Islam and Hinduism?	Children are going to undertake the same tests as week 1 and see if there are any improvements in any areas of Athletics.	Performance week	Can I create and describe an imaginary planet?

Year: 5

Term: Summer 1

Learning
Challenge
question

Why should the Rainforests be important to us all?

MTP

End of Unit Assessment	<p>Perform a looped body percussion rhythm, keeping in time with their group</p> <p>Use loops to create a whole piece of music, ensuring that the different aspects of music work together</p> <p>Play the first section of "Somewhere Over the Rainbow" with accuracy</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat</p> <p>Perform a piece with some structure and two different loops</p>	<p>Compare and contrast special places across religions.</p>	<p>The children should have a deep understanding of how to sprint, jump and throw correctly. They will be able to use video technology and peer observation to review their own performances. The children will be able to provide constructive feedback to develop and ensure other children understand how to improve their own performances.</p>	<p>All children will take part in an end of unit performance. Their performance will showcase the skills learnt. They will evaluate their performance and the performances of others.</p>	<p>Children's planet design - written and spoken</p>
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