Year 5, Summer 2- Medium Term Plan

Why were the Mayans the envy of the world?

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Shape: Compare and classify 2D shapes (quadrilaterals, triangles) based on properties; identify and order angles; recognise and complete symmetry Position and Direction: Use coordinates to describe positions and translations for movement on a grid; plot points to complete polygons. Negative Numbers:Count backwards through zero and solve problems involving negative numbers. Convert between common units (e. g., km/m, hours/minutes); calculate perimeter; find area by counting squares; convert time between analogue and digital. Volume: Focus on measuring, comparing, adding, and subtracting volume/capacity (litres/millilitres).	Pre and Post learn	Kagan pairs and group work, opportunities to peer teach.	**Shape:** How do I identify regular and irregular polygons? How do I identify vertices, edges and sides in a 3D shape? **Position and Direction:** How do I read and plot coordinates? How do I translate a shape? How do I translate with coordinates? How do I recognise and draw lines of symmetry? How do I reflect in horizontal and vertical lines? **Percentages:** How do I understand percentages? How do I write percentages as fractions? How do I write percentages as decimals? How do I solve questions on equivalent fractions, decimals and percentage? **Negative Numbers:** Can I use calculated questions with negative numbers? Can I order and compare and order negative numbers? **Converting Units:** How can I measure using kilograms and kilometres? How can I measure using millimetres and millilitres? How can I convert metric measurements? How can I convert imperial units? How can I convert units of time? How can I calculate with timetables? **Volume:** How do I calculate the volume of a shape? How do I compare and estimate volume and capacity?	Polygon Vertex Edge Face Cube Cuboid Coordinates X-axis Y-axis Origin Translate Symmetry Reflection Horizontal Vertical Percentage Fraction Decimal Equivalent Negative Positive Order Compare Kilogram Kilometre Millimetre Millilitre Convert Metric Imperial Volume Capacity Cubic Estimate Timetable	**Resilience**
Writing	Writing project based on The Bear and The Piano.		Use of story map to re-tell the story orally. Celebrity Interview as main characters. Drama to explore the characters in the poem The Highwayman.	What is our new writing project? What is the main theme of the story? How can I innovate my own story based on the model text? How will I present my story? Who is the Highwayman? What new vocabulary is in The Highwayman poem? What poetic language features are in The Highwayman? How can I use drama to explore the themes of The Highwayman?		**Kindness**

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Reading	Children have answered all types of r NFER Tests in Autumn 2 and Spring 1	Weekly unseen, independent comprehension	Speech Focus: Choral Reading Echo Reading Partner Reading	LQ:How do I explore new vocabulary? LQ: How do I verbally answer VIPERS questio LQ: How do i answer VIPERS questions? Blind comprehension Book talk		**Collaboration**
Science/ RSE	Y4: What changes will happen to my body? Label the main parts of the body and how it differs for boys, girls, men and women. Describe key body changes when men and women become adults. Explain key steps required to maintain personal hygiene into adulthood.	Post learn quiz	Kagan structures and group work	How do we accurately name parts of our body, including internal and external genitalia? How do bodies change so they are able to reproduce? What is menstruation? What are erections and wet dreams?	Puberty reproduction genitals menstruation erection	Kindness
Geography						
History	Links to previous topics including Romans, Anglo Saxons (Autumn 1)	Pre and post learning quiz	Free flow activites Kagan structures	LQ: Who were the Mayans and where did they live? LQ: What did the Mayans build and why? LQ: How clever were the Maya? LQ: What did the Maya believe? LQ: What was daily life like for the Maya? LQ:Why were the Mayans the envy of the world?	codicies Mesoamerica gliphs maize pok ta pok	Creativity
DT						
Art	Y1/2 - Early exploration of simple pattern, introduction to colour and collage	Final piece - tessellation art	Verbal presentation of final piece, peer reflection	How can I explore sensory patterns in art? How can I use rules to create a drawing? How can I explore tessellations and shapes to begin to create patterns? How can I begin to use colour, composition and shape to make my own digital pattern? How can I use colour, composition and shape to make my own digital pattern? How can I reflect and articulate about my own artwork and artwork made by my classmates?	pattern tessellations digital art sensory art	Creativity

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Computing	This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of 'sequence' (Year 3 units: Sequencing Sounds and Events and actions in programs) and 'repetition' (Year 4 units: Repetition in shapes and Repetition in games), and have some experience of using 'selection'. Ideally, learners will have completed 'Programming A – Selection in physical computing' before undertaking this unit, as this will provide them with the required knowledge of 'selection'.	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. Assessment rubric provided by NCCE for the unit **Year 5 – Programming B – Selection in quizzes**. Summative assessment will also be completed using a copy of the NCCE's digital summative assessment Google form.	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	**Year 5 - Programming B - Selection in quizzes** I can recall how conditions are used in selection I can identify conditions in a program I can modify a condition in a program I can use selection in an infinite loop to check a condition I can identify the condition and outcomes in an 'if... then... else...' statement I can create a program that uses selection to produce different outcomes I can explain that program flow can branch according to a condition I can design the flow of a program that contains 'if... then... else...' I can show that a condition can direct program flow in one of two ways I can outline a given task I can use a design format to outline my project I can identify the outcome of user input in an algorithm I can implement my algorithm to create the first section of my program I can test my program I can share my program with others I can identify ways the program could be improved I can identify the setup code I need in my program I can extend my program further	selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator	Creativity
RE	Y4: What can we learn from religions about deciding what is right or wrong?	How do religious people know what is right or wrong?	Discussion, debate, comparison and evaluating viewpoints	What does it mean to commit to key beliefs? What are the big 3 concepts(grace,ummah, ahimsa)? How does Ummah help Muslims build their community? What does harmlessness mean in the Hindu religion? What does Grace mean to a Christian? How can the life of a great Christian person show us the meaning of grace? If we all followed these ideas(ahimsa, grace and Ummah) how would life change?		Fairness
PSHE	See Science and RSE	See science and RSE		See science and RSE for growing and changing Additional topics: Careers - What are your career goals and how can you acheive them ? Neurodiversity - what is neurodiversity? How do we build a language toolkit to talk about neurodiversity?		Kindness
Music				LQ: What is Musical theatre? LQ: Character or action song ? LQ: Can you create your own scene from a ch LQ: Rehearse your musical LQ: Cab you perform your musical to an aud		Creativity

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PE	The children should all be able to strike the ball using forehand and backhand when the ball is bouncing towards them with accuracy. The children should be able to hold a rally and play competitive games. Prior learning in Year 1,2,3 and 4	Ongoing formative assessment	Oral feedback during and after lessons Use of key vocab	LQ: What is the ready position and how do we strike the ball using the forehand technique? LQ: How do we control where the ball is going? LQ: In order to hit targets what must we do? LQ: What is a volley and when should we be using it? LQ: What position do we need to get into to hit the ball backhand accurately? LQ: Can you name 3 advanced rules when playing a game of tennis?	Coordination, forehand, backhand, fault, net, serve, smash, volley, racket, baseline, side-line, body position, striking position, awareness, agility, balance, accuracy, control	Fairness
Dance Gymnastics	Links to previous Gymnastics sequence of learning.	Ongoing formative assessment	Oral feedback during and after lessons Opportunities for peer feedback Use of key vocab	LQ: How do I use equipment safely? LQ: How do I effectively create a sequence of movements with a partner? LQ: How do I use the equipment to create a sequence based on a theme? LQ: How do I refine my performance through feedback? LQ: How can I adapt my sequence based on a new theme? LQ: How do I refine my performace through feedback?	Coordination, balance, theme, sequence.	Collaboration