

Year 5 Long Term Intent

Summer 2

Key Texts	The Jamie Drake Equation									
Genres	Diary Entry, Non-Chronological Report, Balanced Argument									
Trips/Visits/Visitors/Experiences	Space Museum, Residential (Star Gazing while camping on field)									
Writing	<ul style="list-style-type: none"> Spell words with further prefixes and suffixes Spell words with 'silent letters' Use a thesaurus and dictionary Spell some word from the Year 5/6 spelling list Maintain legible, joined handwriting Begin to use the range of punctuation taught at KS2 – dashes for parenthesis Select appropriate grammar and vocabulary Produce internally coherent paragraphs in a logical sequence in non-chronological reports about The International Space Station, a balanced argument and a diary entry about the weird events of Jamie's day Proof-read writing for errors and effectiveness Begin to use the range of punctuation taught at KS2 Use verb tenses consistently and coherently Use relative clauses appropriately within writing to add detail to sentences Use adverbials to build cohesion within and across paragraphs 									
Reading	<ul style="list-style-type: none"> Use a range of strategies to identify the meaning of new vocabulary Summarise ideas across paragraphs, identifying key details that support the main ideas Retrieve information, referring to more than one place in the text Identify whether changes in characters met or challenged the reader's expectations Provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text Comment on how a character is built and presented, referring to dialogue, action and description Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect Analyses paragraph structures in similar texts noting and commenting on similarities and differences Recognises the style of different authors and recognises their intended audience 									
Spelling	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Unit 11</td> <td>Words ending in shus spelt –tious</td> </tr> <tr> <td>Special focus 11</td> <td>Orange Words</td> </tr> <tr> <td>Unit 12</td> <td>Words ending in shul spelt –cial and -tial</td> </tr> <tr> <td>Special focus 12</td> <td>Orange Words</td> </tr> </table>	Unit 11	Words ending in shus spelt –tious	Special focus 11	Orange Words	Unit 12	Words ending in shul spelt –cial and -tial	Special focus 12	Orange Words	
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Maths	<ul style="list-style-type: none"> Convert between different units of metric measure (kilometre and metre, centimetre and metre, centimetre and millimetre) Understand and use approximate equivalences between metric units and common imperial units (inches, pounds and pints) Solve problems involving converting between units of time Use all four operations to solve problems involving measure Estimate volume and capacity Solve problems involving converting between units of time Solve problems involving numbers up to three decimal places Interpret negative numbers in context Count forwards and backwards with positive and negative whole numbers, including through zero 									
Science Earth & Space	<ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the Sun Know about and explain the movement of the Moon relative to the Earth Know and demonstrate how night and day are created 									

	<ul style="list-style-type: none"> • Describe the Sun, Earth and Moon (using the term spherical) • Know the effects of the Earth's rotation • <p>Working Scientifically</p> <ul style="list-style-type: none"> • Create new investigations which take account of what has been learned previously • Explanation set out clearly why something has happened and its possible impact on other things suggesting how evidence can support conclusions • Keep an on-going record of new scientific words that they have come across for the first time • Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs • Make predictions based on information gleaned from investigations • Create new investigations which take account of what has been learned previously
<p style="text-align: center;">History</p>	<ul style="list-style-type: none"> • Know what a city state was in Ancient Greek times and compare to modern day • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know why the Ancient Greek Olympics was so important • Know what democracy is and how Athens was governed • Know how Athens won the Battle of Marathon • Understand the legacy of Greek culture on later periods in British History, including the present day • Know and retell Ancient Greek Myths and Legends and write own versions. • <p>Historical Skills</p> <ul style="list-style-type: none"> • Analyse sources of information for accuracy, usefulness and relevance • Use and understand abstract terms such as: Empire and civilisation • Place events, people and changes into correct periods of time and in chronological order • Create historically valid questions about cause and significance • Identify and describe changes within and between different periods in history
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • Know what impact human activity is having on the rainforests and animal life • Label layers of a rainforest and know what deforestation is • Know what is meant by biomes and what are the features of a specific biome • Analyse information from a range of sources and make conclusions • Know the names of, and locate, a number of South or North American countries • Use a range of sources to compare places studied • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropics'
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed • Show how Christians put their beliefs into practice in worship • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different views • Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper

	<ul style="list-style-type: none"> • Show how Christians put their beliefs into practice in different ways • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view • Ask and suggest answers to important questions about religions and beliefs • Ask and suggest answers to questions of values and commitments • Explain how religious stories and texts are used within different world religions • Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals • Recognise diversity in forms of religions, spiritual and moral expression within and between religions • Explain how religious sources are used to provide answers to ultimate questions and ethical issues • Explain the impact of beliefs on individuals and communities • Suggest possible reasons for similarities and difference within different religions
<p align="center">Physical Education Swimming</p>	<ul style="list-style-type: none"> • Swim 10m on front and back without stopping. • Use the correct arm and leg movements to swim front crawl and backstroke. • Climb out of the pool unaided. • Submerge head under water and blow bubbles. • Swim a complete length of the pool, on front and back without stopping. • Tread water for at least 2 minutes. • Put head in the water when using different strokes. • Swim using a range of strokes accurately • Synchronise breathing with stroke
<p align="center">Computing Unit 10 Micro:bits</p>	<p>Unit 10 Micro:bits</p> <ul style="list-style-type: none"> • To use inputs from the accelerometer to execute programs. • To incorporate conditional logic in programs using IF/THEN coding structures. • To use the sensors of the micro:bit to set the values of variables and trigger action in the programs. • To use the micro:bit to create simulations. • To create devices that give input to the micro:bit via the pins
<p align="center">Art Create a piece of work inspired by Peter Thorpe</p>	<ul style="list-style-type: none"> • Experiment with paint to create emotion in art • Know how to create effects with paint and brushwork for a space setting • Research the work of Peter Thorpe and use their work to replicate a style • Know how to use images created, scanned and found, altering them where necessary to create art • Know how to control the perception of distance with pencil • Know how to organise line, tone, shape and colour to represent figures and forms in movement
<p align="center">Music Reflect, Rewind, Replay</p>	<ul style="list-style-type: none"> • Maintain own part whilst others are performing their part • Understand when to use varying volumes, pitch and expression in voice to portray an idea or mood. • Compose music which meets specific criteria • Choose the most appropriate tempo for a piece of music • Layer sounds to create effects. • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Repeat a phrase from the music after listening intently. • Contrast the work of a famous composer with another and explain preferences • Begin to explore reasons for composers' tempo choices. • Explain how music has changed over time. • Describe, compare and evaluate music thinking about texture, structure, timbre and dynamics. • Explain why they think music is successful or unsuccessful

**Personal, Social, Health
Education
Health and Wellbeing**

- To identify when situations are becoming risky, unsafe or an emergency
- To identify occasions where they can help take responsibility for their own safety
- To be able to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- To understand how to deal with common injuries using basic first aid techniques
- To know how to respond in an emergency, including when and how to contact different emergency services

**Modern Foreign Languages
Time travelling**

- Generate questions about topics covered
- Use accurate pronunciation in spoken tasks and use intonation to make meaning clear
- Use a bilingual dictionary or glossary to look up new words
- Learn key foods for breakfast, lunch and dinner
- Give preferences about food and say likes and dislikes
- Learn how say different types of weather
- Understand a French weather report
- Say where they live and describe their surroundings
- Understand a short story of factual text and the main points
- Write a paragraph of 2-3 sentences
- Substitute words and phrases to create new sentences and express ideas clearly