West Park C of E Primary School
Year 5 Summer 2nd Half Term Plan 2025

Votes for Women!

Writing

Learning

- To identify the features of newspapers.
- Make notes about the suffragettes.
- Use drama to show then write an eyewitness account.
- Write about the impact on the community and plans for the future.
- To research facts about either Emmeline Pankhurst or Emily Davison.
- To plan, draft and edit a newspaper report on either Emily Davison or Emmeline Pankhurst.

Outcome

Unit 1 Newspaper article based on either Emily Davison or Emmeline Pankhurst (the suffragettes). Pupils will plan, draft and edit their own article using key technical language features from our demonstration writing lessons e.g. eye witness accounts, quotes, dialogue, metaphors, brackets and modal verbs.

Key Vocabulary

Newspaper report, subheading, layout, caption, quote, eye witness, article, headline, adjectives, adverbs, synonyms, parenthesis, conjunctions, tense, relative clause, dialogue, metaphor, personification, brackets, simile, modal verb

Learning

- To identify themes and key points from the video 'Taking Flight' on Literacy Shed.
- To take notes on ideas based on this video for children's own narrative.
- To plan, draft, redraft, edit and publish their own narrative.

Outcome

Unit - children will choose to write a narrative based on a particular aspect from themes emerged for the video, for example; How Tony is feeling at key points in the film ; a first person recount from Tony's point of view; describe one of the adventures in detail; retell the narrative in the third person, changing the adventures, renaming the characters and even the method of transport; describe the alien, create the dialogue that is had between the alien, Tony and Grandpa; retell the story from Dad's point of view or continue the narrative and add in their own adventure.

Key vocabulary

Narrative, tenses, simile, inner thought, dialogue, prefixes, alliteration, fronted adverbials, metaphor, onomatopoeia, paragraphs, cohesive devices.

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Maths

Learning

- To understand negative numbers.
- To count through zero.
- To compare and order negative numbers.
- To find the difference between positive and negative numbers.
- To understand, measure and calculate with kilograms, kilometres, millimetres and millilitres.
- To convert units of length and time.
- To convert between metric and imperial units.
- To calculate with timetables.
- To understand cubic centimetres.
- To compare estimate and volume.
- To estimate capacity.

Outcome

To be able to count back from and through zero, understanding that negative numbers are less than zero and be able find the difference between positive and negative numbers.

To be able use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Children will be reintroduced to the idea of volume and use their understanding of volume (the amount of solid space taken up by an object) to compare and order different solids that are made of cubes.

Key Vocabulary

positive, zero, negative, number line, smaller than, larger than, count on, count back, difference, kilometre, metre, millimetre, convert, metric, gram, kilogram, imperial, pint, pound (lbs), inch, millilitre, litre, height, weight. Volume, capacity, centimetre cubes, compare, order, cm3, estimate, difference, largest, smallest.

Shared Reading

Learning

- To gain a greater, in-depth understanding of the suffragette Princess Sophia Duleep Singh.
- To summarise main ideas from more than one paragraph
- To research and understand new vocabulary in the text.
- Compare and contrast an extract about the same event from two different texts.
- To be able to make justifications using evidence from the text.
- To be able to provide reasons for and against a topic within and carry out a debate.

Outcome

Pupils will explore, make predictions and summarise key events linked to the life of Princess Sophia Duleep Singh. They will extend their vocabulary by being introduced to a range of new words, relevant to the story. Using different texts which focus on the same story they will make comparisons and discuss why the authors wrote about the same events but from different perspectives. Finally, the children will hold a debate in class, providing justifications for their argument.

Key Vocabulary

Rebel, Princess, suffragette, Sikh, empire, exiled, injustice, debate, comparison, prediction, summarise.

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Science – Properties and changes of materials

Learning

* Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
* Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
* Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
* Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
* Demonstrate that dissolving,mixing and changes of state are reversible changes.
* Explain that some changes result in the formation of new materials, and that this kind ofchange is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Outcome

- Experiment to find properties of materials, eg. Does it attract to a magnet or can heat pass through it?
- Experiment with irreversible changes, e.g. Observe and compare the changes that takeplace when cakes are baked or bicarbonate of soda mixes with vinegar.
- Find the best material to stop an ice cube from melting, remember to keep it a fair test.
- Investigate the rate at which hot water cools using different thermal insulators. Measure the temperature over time and plot these on the same line graph. Use the line graph to ask and answer questions.
- Find out if thermal conductors also make good electrical conductors.
- Design an experiment that investigates dissolving - consider which variables you could change.
- Create a variety of mixturesusing materials such as salt, sand, water, paper clips and rice and use a variety of methods to separate them.

Key Vocabulary

hardness, solubility, transparency, conductivity, magnetic, filter, evaporation, dissolving, mixing

RE

Learning

- To explore the key beliefs and practices of Islam through investigating the five 'pillars'.
- To understand how Muslims express beliefs through practices.
- To develop respect for different cultures.

Outcome

- Pupils will be able to name the 5 pillars of Islam and explain what each pillar means.
- Pupils will be able to compare their thoughts and ideas about fasting and celebrating with Muslim ideas.
- Pupils will be able to explain the fifth pillar of Hajj and explain why it is in Makkah.
- Pupils will be able to explain the pilgrimage to Hajj using the words Ka'aba, Ihram, Jamarat, Plain of Arafat, Hills of Safah and Marwa.
- Pupils will be able to describe how the Pillars of Islam give strength and shape to life for Muslims.

Key Vocabulary

Qur'an, Pillars of Islam, Shahadah, Salah and Wudu, Sawm, Ramadan, Zakah, Hajj, Belief, Allah, Id-ul-Fitr, Id-ul-Adha

History

Learning

- To understand and explain who exactly the suffragettes were.
- To understand what laws and rules women had to follow pre WW1.
- To understand why the suffragettes were imprisoned.
- To identify key figures in the suffrage movement and why they were important (Emmeline Pankhurst, Emily Davidson, Millie Fawcett).
- To explore the life of Ellen Chapman and her importance in Worthing.
- To research a suffragist or suffragette and understand their role in the suffrage movement.

Outcome

Pupils will know who exactly the suffragettes were and why they were so important. They will explore a variety of rules and rights women did or did not have. Finally they will understand what changes the suffragettes made for women's rights.

Key Vocabulary

Career, aspirations, role models, voluntary, gender, race, equality, working conditions, job specifications, career choices, achievement, suffrage, suffragist, suffragette.

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Computing

Learning

- To explain how selection is used in computer programs
- To relate that a conditional statement connects a condition to an outcome
- To explain how selection directs the flow of a program
- To design a program that uses selection
- To create a program that uses selection
- To evaluate my program

Outcome

Pupils will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if… then… else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.

Key Vocabulary

Selection, condition, true, false, count-controlled loop, outcomes, conditional statement (the linking together of a condition and outcomes), algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup

PSHE

Learning

- To understand how people learn new things to achieve certain goals
- To understand that there is a broad range of different jobs that need different skills, qualifications and training
- To understand that gender and race do not determine what jobs people can do
- To identify a range of jobs and describe the skills and experience needed for a specific job
- To discuss goals for the future and the steps needed to take to achieve them

Outcome

Pupils will learn that there is a broad range of different jobs and people often have more than one during their careers. They will recognise that some jobs vary in pay and that some are even unpaid. They will learn about the different pathways into a career and begin to recognise what jobs/careers might suit their own skill set.

Key Vocabulary

Career, aspirations, role models, voluntary, gender, race, equality, working conditions, job specifications, career choices, achievement

French

Learning

- To repeat and recognise the vocabulary for a variety of clothes in French.
- To use the appropriate genders and articles for these clothes.
- To use the verb "*porter*" in French with increasing confidence.
- To say what they wear in different weather/situations.
- To describe clothes in terms of their colour and apply adjectival agreement.
- To use the possessives with increased accuracy.

Outcome

Pupils will recognise and recall from memory 21 items of clothing. They will explore the regular '*er*' whole verb present tense conjugation of the verb "*porter*" to describe what you and possibly somebody else is wearing. They will revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.

Key Vocabulary

les vêtements (the clothes), *des gants* (a pair of gloves), *un pantalon* (a pair of trousers), *des bottes* (boots), *un maillot de bain* (a swimming costume), *des collants* (tights), *un pull* (a jumper), *des sandales* (sandals), *un tee shirt* (a tee shirt), *des lunettes* (glasses), *un manteau* (a coat), *un chemisier* (a blouse), *un short* (a pair of shorts), *des chaussures* (a pair of shoes), *une robe* (a dress), *des chaussettes* (a pair of socks), *une cravate* (a tie), *une écharpe* (a scarf), *une jupe* (a skirt), *une veste* (a jacket), *une chemise* (a shirt), *une casquette* (a cap), *ils portent* (they wear) - (masculine or mixed group), *elles portent* (they wear) - (feminine group), *je porte* (I wear), *tu portes* (you wear), *il porte* (he wears), *elle porte* (she wears), *nous portons* (we wear), *vous portez* (you all wear), *À l'école je porte...* (For school I wear...), *Quand il fait beau je porte...* (When it is nice weather I wear...), *Quand il neige je porte...* (When it snows I wear…), *Quand je suis en vacances je porte…* (When I am on holiday I wear..), *mon* (my) (masculine singular), *ma* (my) - (feminine singular), *mes* (my) (plural)

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Games: Cricket

Learning:

- To be able to throw the ball overarm – using the proper bowlers
- To be aware of the correct grip and side to hit the ball with.
- To be able to talk and communicate effectively as a team in both an attacking and fielding sense.
- To be able to umpire and score without any bias.
- To be able to field and catch in open space and move in the direction of the batter.
- To be aware and understand the scoring system in quick cricket.
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Outcome:

Pupils will know how to throw a ball correctly with weight and power in mind. They will be able to know where to stand in relation to the batter hitting direction. Also, will know and play the rules of quick cricket.

Key Vocabulary:

Bowling, throwing, height, weight, type of ball, backstop, left and right handed hits, runs, obstructions, foul balls, LBW, crease line, wickets, stumps, umpire, singles, fours and sixes, boundary line.

P.E Dodgeball

Learning:

- To be able to receive, block and catch a ball at varied speeds.
- To be able to throw with accuracy.
- To throw in unison with others on their team.
- To explore defending key players within the game.
- To understand when and when not to risk catches.
- To play in a variety of game scenarios with added rules.

Outcome:

Pupils will know how to throw, block and catch a dodgeball at varied speeds and heights. They will also be able to participate in a variety of games that have added rules applied to them. Finally they will also be able to read in-game scenarios well.

Key Vocabulary:

Accuracy, throwing, blocking, dodging, divining, offensive, defensive, coordination, control, unison.

DT

Learning

Children to design, make and evaluate their own toy with a cam mechanism that changes rotary movement to linear movement to create a moving part. It will predominantly be made of wood and the children will use a variety of tools to cut, shape and join the pieces. It should appeal to younger children, who should be able to operate it independently.

Outcome

The children will make and evaluate a toy with moving parts that uses a cam mechanism. By turning a crank handle, a part on top of the design will show a different kind of movement.

Key Vocabulary

Cam mechanism, follower, movement, linear motion, rotary motion, off-centre, crank handle, axle, frame structure