

# All Creatures Great and Small



## Writing

### Learning

- To read and find out about the characters in Beetle Boy
- To find evidence in the story to answer questions.
- To describe settings.
- To plan, write and edit a diary entry.
- To identify the features of a formal letter.
- To plan, write and edit a formal letter.
- To identify the features of non-chronological reports.
- To read and retrieve key facts about beetles.
- To learn about the different sections in a non-chronological report, including life cycle, features of a beetle, other fascinating facts.
- To research facts about either butterflies, spiders, ladybirds or ants.
- To plan, draft and edit a non-chronological report on either butterflies, spiders, ladybirds or ants.



### Outcome

Pupils will plan, draft and edit their own diary and formal letter, using key technical language features from our demonstration writing lessons e.g. parenthesis, adverbs, metaphors, repetition and personification.

### Key Vocabulary

Character, setting, parenthesis, metaphor, repetition, personification, alliteration, past tense.

### Outcome

Unit 2 Non-chronological report - Pupils will plan, draft and edit a non-fiction report based on either butterflies, ants, spiders or ladybirds, using key technical language features from our demonstration writing lessons e.g. alliteration, colons, dashes, superlatives, adverbial phrases, quotes and modal verbs.

### Key Vocabulary

Biography, alliteration, colon, parenthesis, brackets, dash, superlative, metaphor, repetition, synonyms, modal verb.

**West Park Primary School**  
**Year 5 Summer 1<sup>st</sup> Half Term Plan 2025**

**Maths**

**Learning**

- To understand and use degrees.
- To classify, estimate and measure angles.
- To draw lines and angles accurately.
- To calculate angles on a straight line.
- To calculate angles round a point.
- To calculate angles on a straight line.
- To classify quadrilaterals.
- To identify lengths and angles in shapes.
- To classify regular and irregular polygons.
- To reason about 3D shapes.
- To read and plot coordinates.
- To solve problems using coordinates.
- To translate and shapes using coordinates.
- To reflect shapes in horizontal and vertical lines of symmetry.
- To calculate complements to 1.
- To add and subtract decimals.



**Outcome**

Children will identify 3D shapes, including cubes and other cuboids, from 2D Representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Children will Identify, describe and represent the position of a shape following a reflection or translation. Children will identify and draw angles.

**Key Vocabulary**

angle, obtuse, acute, straight, reflex, degrees, turn, compass, protractor, full turn, polygon, quadrilateral, rhombus, trapezium, square, rectangle, parallelogram, parallel, perpendicular, regular, irregular, diagonal, face, vertex, vertices, edge, cuboid, net  
coordinate, quadrant, axis, plot, grid, origin, translate, vertex, vertices, orientation, reflect, symmetry, symmetrical, dimension, parallel, object, image, vertical, horizontal  
decimal place, decimal point, tenth, hundredth, thousandth, place holder

**Shared Reading**



**Learning**

- To identify themes within books & how real life stories can be incorporated into fictional books.
- To develop anticipation of events, empathising with characters and imaging events described.
- To make notes to summarise what has been read.
- To research new vocabulary in the text and create a glossary.
- Vary voice for direct or indirect speech.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes that and conventions in and across a wide range of writing.

**Outcome**

Pupils will explore the issues in the story, Beetle Boy by M.G.Leonard through discussions, drama, freeze frame and a conscience alley. They will answer a range of questions, using the text to support their answers and create a book review, giving opinions and recommendations.

**Key Vocabulary**

Predictions, infer, reference, motives, themes and conventions, protagonist, similes, emotive language.

**Science**

**Learning**

- To compare the life cycles of a mammal, an amphibian, an insect and a bird.
- To describe the life process of reproduction in a plant and animals.
- To describe the changes as humans develop experienced to old age.

**Outcome**

Pupils will know what a life cycle is and the different types across different animal groups. They will compare the similarities and differences of each. They will also be able to describe how human bodies change over time.

**Key Vocabulary**

life cycle, mammal, insect, amphibian, bird, plant, reproduce, offspring, growth, development, , metamorphous, mature, gestation, plants, pistil, ovary, ovule, stigma, stamen, filament, germinate, pollinated, fertilisation, womb, embryo, foetus, baby, toddler, teenager, elderly

**West Park Primary School**  
**Year 5 Summer 1<sup>st</sup> Half Term Plan 2025**

**Computing**

**Learning**

- To identify that drawing tools can be used to produce different outcomes
- To create a vector drawing by combining shapes
- To use tools to achieve a desired effect
- To recognise that vector drawings consist of layers
- To group objects to make them easier to work with
- To apply what I have learned about vector drawings

**Outcome**

Pupils will use the skills they have gained in this unit to create a vector drawing for a specific purpose. They reflect on the skills they have used to create the vector drawing and think about why they used the skills they did. Learners then begin to compare vector drawings to freehand paint program drawings.

**Key Vocabulary**

vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection

**PSHE**

**Learning**

- To understand how the body changes during puberty.
- To recognise what puberty is, including when and why it happens.
- To identify the physical changes that happen during puberty.

**Outcome**

Pupils will identify and discuss the changes that happen as someone grows from a child to a teenager. They will be introduced to the term puberty and discuss its meaning and then develop a more in-depth understanding of what happens to your body during this time.

**Key Vocabulary**

Puberty, physical changes, growing, developing, mature, teenager, adult, hormones, genitals, penis, vagina, testicles, breasts, pubic hair, Adam's apple, larynx (voice box).

**Art**

**Learning**

- To explore domestic architecture, which is aspirational and large, and the Tiny House movement.
- To make visual notes of any form, structure and materials.
- To make drawings of paused moments and deepen understanding of form and structure architects might use.
- To make, share, reflect and discuss their own/group architectural model.

**Outcome**

Pupils will have the opportunity to use their growing creative independence to discuss, decide, and design. Pupils will explore the responsibilities architects have to create a better world for us all by exploring whether we should "dream big or dream small" when it comes to planning. Children will design, make and evaluate their own architectural model (houses/tiny homes) using foam boards.

**Key Vocabulary**

Medium, explore, ideas, thoughts, architecture, continuous line drawing, form, structure, material, design through making, artists: Shoreditch Sketcher and various architects.

**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)

**West Park Primary School**  
**Year 5 Summer 1<sup>st</sup> Half Term Plan 2025**

**RE**

**Learning**

- To know that Islam is a world religion and to recognise the symbol of Islam.
- To know the people who follow Islam are called Muslims.
- To know the geography of Islam.
- To understand prayer as practised by Muslims
- To recognise the artefacts associated with mosques & prayer.
- To know the meaning behind the key features, artefacts & symbols found in a mosque.
- To know that the mosque is a place of worship and learning and is led by an Imam.
- To evaluate what might help Muslims to pray, or whether it is better to worship as a community.

**Outcome**

Pupils will learn and explore key features of a mosque and how they can help us to understand the Muslim faith/beliefs. Children will Explore key features of a mosque and create a booklet.

Children will discuss Muslim worship including prayer positions and look at Islamic tile designs within a mosque.

**Key Vocabulary**

Mosque, adhan, Makkah, Ka'bah, minaret, rak'ah wudu, salah, Arabic, Allah, Iman,

**Games**

**Learning**

- To demonstrate different combinations of jumps, showing control, coordination and consistency
- To develop understanding of relay running
- To be able to run consistently and smoothly
- To pace their effort well in different types of events so that they can keep going steadily and maintain quality of cation.
- To be able to throw a variety of objects.

**Outcome**

Pupils will know how to throw a variety of sports day equipment. They will also be able to participate in variety of running events, thinking about pace and effort needed for each. Finally they will also be able to take part and demonstrate a variety of jumps.

**Key Vocabulary**

Accuracy, throwing, vortex, javelins, long jump, triple jump, five strides, control, coordination, relay running.

**P.E**

**Learning**

- To be able to use our bodies in a variety of ways to create movement that has meaning and impression on the audience.
- To explore a variety of ways of travelling, with the aim of using the large majority of space.
- To understand what the phrase 'take flight' in dance means and how we should land correctly.
- To be able to perform a variety of jumps that add rather than hinder dance routines.
- To advance methods of flight and begin to link movements together, beginning with balance and ending with a balance.
- To continue to advance methods of flight and link movements together, beginning and ending with a balance.

**Outcome**

Pupils will use a variety of skills with control, technique, co-ordination and fluency whilst understanding what composition means through the art of performing complex sequences. Accompanied with this, learners will acquire a variety of dance vocabulary along the way to describe how to improve and refine performances that use not just the body but also with equipment as well.

**Key Vocabulary**

Select, combine, skills, techniques, control, fluency, composition, performing, analyse, complexity, strength, co-ordination, sequences, mat, apparatus  
Trust, Communication, Senses, Dates.

**Music**

**Learning**

- To create some simple catchphrases and use these as musical material for a class and group piece
- To explore methods of editing a catchphrase through duration, pitch and other transforming processes.
- To create new vocal and instrumental samples and loop these together using a backing track to create a new class composition.
- To create their own looped compositions on a given theme using a range of classroom instruments.
- To perform their themed looped compositions and evaluate their work.

**Outcome**

Pupils will have the opportunity to learn some compositional techniques through various mediums such as lyrically and through instrumental play. They will be given the task of composing their own musical loop and be able to sustain a rhythm within their team.

**Key Vocabulary**

loops, musical ensemble, compose, tuned and untuned instruments, dynamic, crescendo, diminuendo, layered sounds, duration, pitch, performance, texture