

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 suspense story.
- 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

Unit 1 Suspense story– Pupils will plan, draft and edit their own narrative using key technical language features from our demonstration writing lessons e.g. parenthesis (extra information), adverbs, metaphors, repetition, personification and dialogue.

Key Vocabulary

character setting verbs parenthesis adverbs adjectives metaphor, repetition, personification, alliteration dialogue 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.

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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

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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).

DT

Learning

- To understand and apply the basic principles of a healthy varied diet.
- To taste and describe a range of dips.
- To taste and describe a range of dippers.
- To design and make a dip in groups.
- To evaluate a dip.
- To be able to create food hygiene poster.

Outcome

Pupils will taste and describe a range of dips and dippers. Children will design and make their own dips in groups.

Key Vocabulary

Peeling, chopping, slicing, grating, mixing, spreading, kneading and baking, nutrients, hygiene, healthy balance.

French

Learning

- To repeat and recognise the vocabulary for weather in French.
- To ask and say what the weather is like today.
- To create a French weather map.
- To describe the weather in different regions of France using a weather map with symbols.

Outcome

Pupils will recognise and recall the 9 weather expressions in French from memory and repeat most of the weather vocabulary presented to them in class with good pronunciation. They will attempt to spell some of these phrases from memory but will have some vocabulary written down in front of them for support if necessary. They will be able to ask what the weather is in French and can attempt to give the reply in French. They will be able to read a French weather map but may need the language written down in front of them for support.

Key Vocabulary

le temps (the weather); Quel temps fait-il? (What is the weather?); Il fait chaud. (It is hot.)
Il fait froid. (It is cold.); Il y a du soleil. (It is sunny.); Il neige. (It is snowing.); Il pleut. (It is raining.); Il y a du vent. (It is windy.); Il fait beau. (The weather is fine.); Il fait mauvais. (The weather is not good.); Il y a un orage. (There is a storm.); Dans le nord de la France... (In the north of France...); Dans le sud de la France... (In the south of France...); Dans l'est de la France... (In the east of France...); Dans l'ouest de la France... (In the west of France...); Dans le centre de la France... (In the centre of France...)

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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, Tawhid, Jumm'ah .

Games

Learning

- To use clear communication, strength and flexibility to complete a variety of team tasks.
- To explore maps with others.
- To start to draw and edit maps to show key land marks and features.
- To complete a variety of team tasks without various senses.
- To safely take part in trust based activities.
- To start explore the school grounds to identify key features and markings.

Outcome

Pupils will be able take part in a variety of team based games, with certain rules and senses applied/removed. They will also be able to read a variety of detailed maps and understand key features on a map.

Key Vocabulary

OS, Mapping, Grids, Roman Numerals, Shapes, Coordinates, Quadrants, Markings, Key Features, Trust, Communication, Senses, Dates.

P.E

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.