



Half term plan 2024

Teacher: J Oldfield
Date: Summer 1

Year group: 5

Topic: Drip Drip Drip

Literacy Objectives

Narrative – Stories From Other Cultures

Non-Fiction - Persuasive Writing

Narrative – Film Narrative

Grammar

To add phrases to make sentences more precise

To use a range of sentence openers for impact.

To link clauses with subordinating and coordinating conjunctions

To use relative clauses beginning with who, which, whose.

To link clauses in sentences using subordinating and co-ordinating conjunctions.

To consistently organise into paragraphs.

Alan Peat

De: De

O.(I.)

Noun, which, who, where.

Double ly ending sentences

Short

Some; other

Guided Reading

Comprehension activities

Vocabulary, inference and deduction focus on Goodnight Mr

Tom/ How To Train Your Dragon

Numeracy Objectives

White Rose Maths

Area and Perimeter (2 Week Block)

Shape (2 Week Block)

Position and Direction (2 Week Block)

<p>Lighthouse</p> <p>Science Objectives</p> <p><u>Our Changing World</u></p> <p>To observe, record and collect evidence over time of life cycle changes to plants within the local environment.</p> <p>To observe first-hand how plants are able to reproduce themselves by using different parts of the parent plant to produce new plants.</p> <p>To investigate the length of a plant's life cycle, from planting to crop production, and use this information in planning and caring for our growing space.</p> <p>To investigate ways in which crop yield might be improved.</p> <p>(Identify the life cycle in action in our environment. Plan when to grow and harvest crops.)</p>	<p>Computing objectives</p> <p><u>Programming A – Selection in physical computing</u></p> <p>WK1: To control a simple circuit connected to a computer.</p> <p>WK2: To write a program that includes count-controlled loops</p> <p>WK3: To explain that a loop can stop when a condition is met, eg number of times.</p> <p>WK4: To conclude that a loop can be used to repeatedly check whether a condition has been met.</p> <p>WK5: To design a physical project that includes selection.</p> <p>WK6: To create a controllable system that includes selection.</p> <p>(Use Crumble controllers and learn how to connect and program components (including output devices — LEDs and motors), use of an input device (push switch), introduced to the concept of selection (through the 'if... then...' structure) and write algorithms and programs that utilise this concept, design and make a working model of a fairground carousel.)</p>
<p>Art objectives</p> <p>Know and understand how to use charcoal to create a water scene.</p> <p>Know how to use environmental materials to make an imaginative sculpture.</p> <p>Know that Claude Monet was an impressionist painter and recognise works by him.</p> <p>Know how to mix watercolours and how to use black and white to make tints and shade of colours to recreate Monet's water lilies.</p> <p>Know how to make a large scale collage and add embellishments.</p> <p>Know how the sun can create simple images on photography paper.</p> <p>(Drawing different features of river (collage as a group), water</p>	<p>P.E objectives – SC (PPA)</p> <p><u>Dance</u></p> <p>To be able to perform a developed dance phrase using a range of movements and patterns.</p> <p>To be able to link dance sequences smoothly.</p> <p>To be able to create a sequence of actions.</p> <p>To be able to perform and evaluate completed performances.</p> <p><u>Rounders</u></p> <p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p>

<p>cycle work, charcoal drawing of Hollingworth Lake, Environmental sculpture picture, Recreate Water Lilies, photo paper image.)</p>	<p>To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders match.</p>
<p>History Not taught this term</p>	<p>Geography Know and identify different bodies of water including river, waterfall, ocean, bay, strait, lake, harbour, reservoir, wetland, pond, canal and gulf. Know how to find bodies of water on maps, aerial photographs and Google Earth Street View, including Watergrove reservoir, Hollingworth Lake and the River Roch. Know the features of a river including source, meander, bank, erosion, valley, gorge, waterfall, rapids, ox-bow lake, confluence, tributary, flood plain, delta, estuary and mouth. Know how to use atlases and maps to locate the major rivers of the UK including Severn, Thames, Trent, Tay, Bann, Tyne, Clyde, Dee, Mersey and Exe. Know how to locate the counties of England on a map of the United Kingdom. Know the counties that major rivers in England pass through. Know how rivers are used for human geography including leisure, irrigation, transport, fishing, drinking, washing and hydropower. Know about the water cycle in relation to rivers, including evaporation, condensation, cloud formation, rain, streams and rivers and water treatment works. Know how to use Explorer (4cm = 1km) Ordnance Survey maps and understand the symbols in the key. Know how to use four-figure grid references to locate places and landmarks on Explorer (4cm = 1km) Ordnance Survey maps. (Using atlases/maps to locate oceans/ivers. Look at different features of rivers. Know names of larger rivers. Write newspaper</p>

	<p>articles about costal erosion and the human implications.) INTERACTIVE ROOM – river cruise looking at features</p>
<p>French – SC (PPA) Salut Unit M To identify the difference between “mon”, “ma” and “mes” in the French story text, and begin to use possessive adjectives with some help. To identify and form new sentences, with confidence, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences. To recognise, and use with help, the future tense. To say and write, with confidence, complex opinions about what they do and don’t like to do in the context of school trips. To join in with the unit’s song, in karaoke mode, pronouncing the words clearly and accurately.</p>	<p>DT Not taught this half term</p>
<p>Music Charanga – Summer 1 - Dancing In The Street Whole class recorders</p>	<p>R.E. <u>Unit U2.4 How do Christians decide how to live? ‘What would Jesus do?’ [Gospel]</u> To identify features of Gospel texts (for example, teachings, parable, narrative) To take account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. To make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. To 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. To articulate their own responses to the issues.</p>
<p>PSHE Dimensions</p>	<p>Dance/ Drama Work confidently in groups using a range of drama techniques to</p>

<p>Core Theme 1: Unit 2 Nutrition and Foods LESSON 1: Food Choices 1 Secret Eaters Core Theme 1: Unit 2 Nutrition and Foods LESSON 2: Food Choices 2 Invention Team Core Theme 1: Unit 2 Nutrition and Foods LESSON 3: Cooking Michelin Stars Core Theme 2: Unit 4 Healthy Relationships LESSON 1: Physical Contact Touch Sensitive</p>	<p>explore situations and devise dramas for different purposes. Reflect on how working in role helps to explore complex issues. (Water Cycle drama work where children are particles of water.)</p>
<p>Visits/visitors Recycling Lesson – Tuesday 7th May Hollingworth Lake – Friday 10th May Broadfield Park (Pond Dipping) – Thursday 23rd May</p>	<p>Enrichment Activities/ Topic Days/ Role-play Crest Award – ongoing</p>