

Summer Term		Year 5 Project Planning with National Curriculum Learning Objectives	
Summer 1 Project: <b>Animal Show</b>		Summer 2 Project: <b>The Great Takeley Bake Off</b>	
<b>Phase 1: Inspire and Motivate</b>		<b>Phase 1: Inspire and Motivate</b>	
Year 5 to host an animal/pet show on the field.		Children to create culinary masterpieces which will be judged by SLT. Produce to be sold in a bake sale.	
<b>Phase 2: Learn Specifics</b>		<b>Phase 2: Learn Specifics</b>	
<b>Science: Animal life cycles</b> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian and a bird.</li> </ul> Working scientifically <ul style="list-style-type: none"> <li>- Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus)</li> <li>- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus)</li> </ul>		<b>Science: Solids, liquids and gases</b> <ul style="list-style-type: none"> <li>- Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through sieving, filtering and evaporating.</li> <li>- Give reasons based on evidence from comparative and fair test for the particular uses of everyday materials including metals, wood and plastic</li> <li>- Demonstrate that dissolving, mixing and changing of state are reversible changes.</li> </ul> Working scientifically <ul style="list-style-type: none"> <li>- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus)</li> <li>- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus)</li> <li>- Use test results to make predictions to set up further comparative and fair tests (Year 5 focus)</li> </ul>	
<b>English: Discussion text</b> Writing <ul style="list-style-type: none"> <li>- Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</li> <li>- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</li> <li>- Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>- Evaluate and edit by proposing changes to vocabulary, grammar and</li> </ul>		<b>Geography: U.K</b> <ul style="list-style-type: none"> <li>- Know about the wider context of places e.g. county, region and country</li> <li>- Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent</li> </ul>	
		<b>Design Technology: Cakes</b> <ul style="list-style-type: none"> <li>- Understand the main food groups and the different nutrients that are important for health.</li> <li>- Understand how a variety of ingredients are grown, reared, caught</li> </ul>	

punctuation to enhance effects and clarify meaning (English Appendix 2)

- Use different verb forms mostly accurately with consideration for audience and purpose
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary

#### Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously

#### Spelling

- Use a thesaurus
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough
- Spell some words with 'silent' letters e.g. knight, psalm, solemn

and processed to make them safe and palatable/tasty to eat.

- Select appropriate ingredients and use a wide range of techniques to combine them.

#### **Mathematics: Measurement**

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- Estimate volume e.g. using 1 cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling

<p><b>Art and Design: Water colours ‘pawtraits’</b></p> <ul style="list-style-type: none"> <li>- Develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>- Mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>- Experiment with using layers and overlays to create new colours/textures</li> </ul>	
<p><b>Computing: Search engine</b></p> <ul style="list-style-type: none"> <li>- Use filters in search technologies effectively</li> <li>- Use filters in search technologies effectively and appreciates how results are selected and ranked</li> </ul>	
<p><b>Phase 3: Apply and Share</b></p>	<p><b>Phase 3: Apply and Share</b></p>
<p>Pet show</p>	<p>Bake sale judged by SLT</p>
<p><b>Subjects to be Taught Discretely</b></p>	<p>- <b>Subjects to be Taught Discretely</b></p>
<p><b>Maths: Shape</b></p> <ul style="list-style-type: none"> <li>- Identify 3D shapes, including cubes and other cuboids, from 2D representations.</li> <li>- Use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>- Draw given angles, and measure them in degrees (°)</li> <li>- Identify angles at a point and one whole turn (total 360°)</li> <li>- Identify angles at a point on a straight line and 1/2 a turn (total 180°)</li> <li>- Identify other multiples of 90°</li> <li>- Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> </ul>	<p><b>English: Stories from other cultures – Journey to Jo’Burg</b></p> <p>Writing</p> <ul style="list-style-type: none"> <li>- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</li> <li>- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</li> <li>- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</li> <li>- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</li> <li>- Evaluate and edit by assessing the effectiveness of his/her own and others' writing</li> <li>- Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Maintain positive attitudes to reading and understanding of what</li> </ul>

<ul style="list-style-type: none"> <li>- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> </ul>	<p>he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>
<p><b>PSHE: Managing risks</b></p> <ul style="list-style-type: none"> <li>- to differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>- to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</li> <li>- how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</li> <li>- to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>- to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</li> <li>- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</li> <li>- Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>- Understand what he/she reads by asking questions to improve his/her understanding of complex texts</li> <li>- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</li> </ul>
<p><b>Geography: Rivers, coasts and North America</b></p> <ul style="list-style-type: none"> <li>- Identify the physical characteristics and key topographical features of the countries within North America</li> <li>- Know how rivers erode, transport and deposit materials</li> <li>- Know about the physical features of coasts and begin to understand erosion and deposition</li> </ul>	<p><b>PSHE: Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>- that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>- which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</li> <li>- about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> </ul>

<p><b>RE: Death, reincarnation and sacred places, 5 pillars of Islam</b></p> <ul style="list-style-type: none"> <li>- suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</li> <li>- use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</li> </ul>	<p><b>RE: Islam, Ka Beh and the Hajj</b></p> <ul style="list-style-type: none"> <li>- suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</li> <li>- use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</li> </ul>
<p><b>Physical Education:</b> <b>Gymnastics – Wall bars</b></p> <ul style="list-style-type: none"> <li>- Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise</li> <li>- Perform individually and with a partner a fluid sequence involving a range of balances</li> <li>- Analyse, modify and refine skills and techniques and how these are applied</li> </ul> <p><b>Striking/Batting Games - Rounders</b></p> <ul style="list-style-type: none"> <li>- When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition</li> </ul>	<p><b>Physical Education:</b> <b>Invasion games – Bench Ball</b></p> <ul style="list-style-type: none"> <li>- Apply skills and tactics in combination with a partner or as part of a group / team</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Running for speed and distance</li> <li>- Standing Triple jump: Perform a sequence of one footed leaps</li> <li>- Analyse, modify and refine skills and techniques and how these are applied</li> </ul>
<p><b>French: En Vacances</b></p> <ul style="list-style-type: none"> <li>- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</li> <li>- Take part in conversations and express simple opinions giving reasons</li> <li>- Begin to use intonation to differentiate between sentence types</li> <li>- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</li> </ul>	<p><b>French: Chez Moi</b></p> <ul style="list-style-type: none"> <li>- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</li> <li>- Take part in conversations and express simple opinions giving reasons</li> <li>- Begin to use intonation to differentiate between sentence types</li> <li>- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</li> </ul>