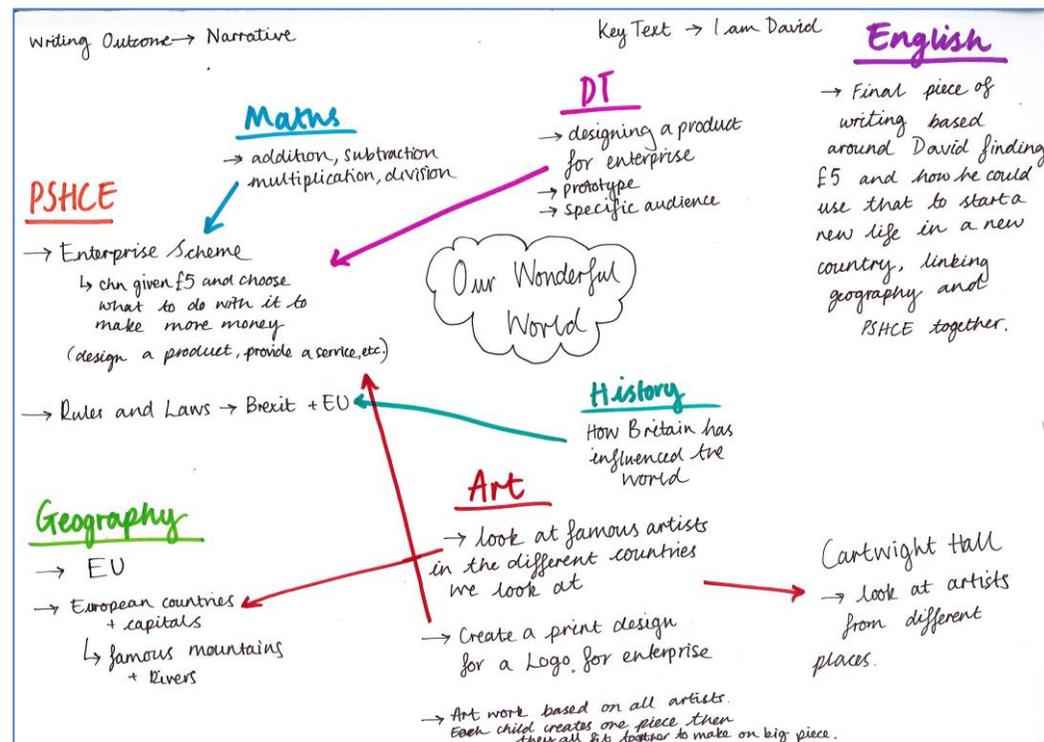
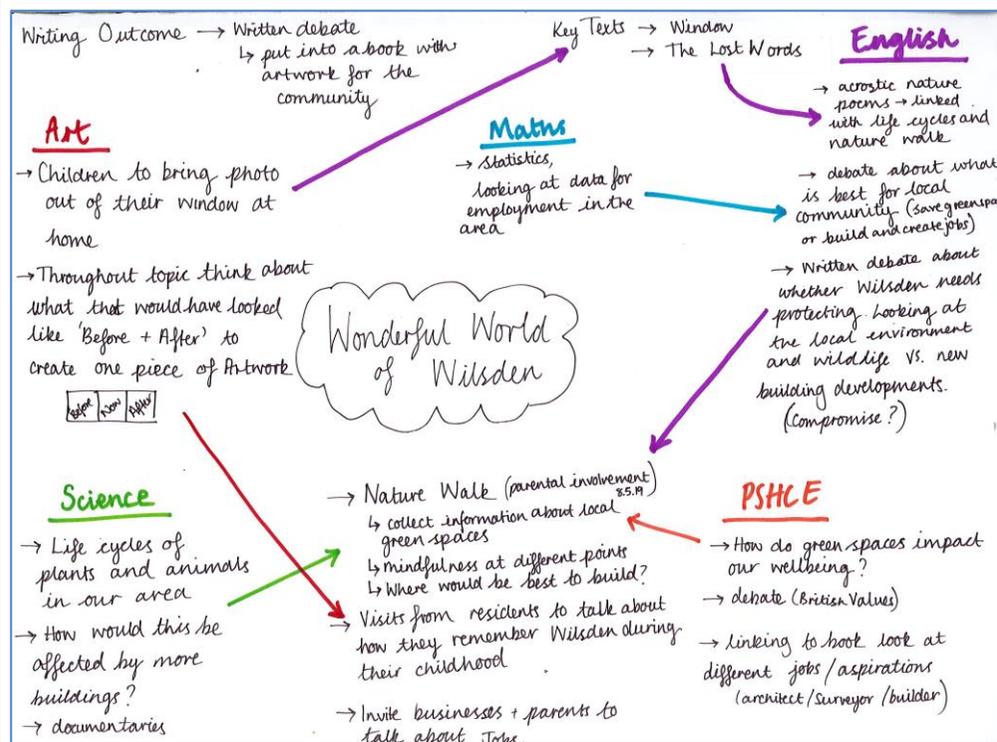


Topic planning

Year 5, Summer term
Wonderful World

Topic overview:



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)	Discrete?	
Reading	<p><i>Reading for pleasure- maintaining a positive attitude about reading</i></p> <ul style="list-style-type: none"> ▪ I can explore how dialogue is used to develop character. ▪ I can explore how actions are added to dialogue to move events forward. ▪ I understand that writers use language for precise effect. ▪ I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. ▪ I understand that a writer uses different sentence structures and techniques to create effects. ▪ I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. ▪ I can record examples of effective techniques and structures from reading to use in my writing. <p><i>Reading for pleasure – comprehension</i></p> <ul style="list-style-type: none"> ▪ I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. ▪ I understand that inferences can be made by reading between and beyond the lines. 	<ul style="list-style-type: none"> ▪ I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ▪ I explain how the context of a text reflects the reaction of the audience it was written for. <p><i>Reading for pleasure – justifications for views</i></p> <ul style="list-style-type: none"> ▪ I evaluate the effectiveness of different versions of texts. <p><i>Retrieving information from text</i></p> <ul style="list-style-type: none"> ▪ I explore how events are viewed from another perspective. ▪ I explain the writer's viewpoint with evidence from the text. ▪ I identify the writer's viewpoint, for example, how different characters are presented. 	
Writing (GPS)	<p><i>Composition</i></p> <ul style="list-style-type: none"> ▪ My settings are used to not only create atmosphere, but also to indicate a change. ▪ Models from my reading are often used or integrated into my writing. ▪ I manage shifts in time and place effectively and guide the reader through my text. <p><i>Grammar</i></p> <ul style="list-style-type: none"> ▪ I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) ▪ I choose words for deliberate effect and I use them thoughtfully and with precision. 	<p><i>Punctuation</i></p> <ul style="list-style-type: none"> ▪ I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about the charge). 	

Sp&L	<ul style="list-style-type: none"> • I engage the listener by varying my expression and vocabulary. • I adapt my spoken language depending on the audience, the purpose or the context. • I develop my ideas and opinions, providing relevant detail. • I express my point of view. • I show that I understand the main points, including implied meanings in a discussion. <p>I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</p>	<ul style="list-style-type: none"> • I use Standard English in formal situations. • I am beginning to use hypothetical language to consider more than one possible outcome or solution. • I perform my own compositions, using appropriate intonation and volume so that meaning is clear. • I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. <p>I begin to select the appropriate register according to the context.</p>	
Maths	<p><i>Number and place value*</i></p> <ul style="list-style-type: none"> ▪ I read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. ▪ I round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000. <p><i>Addition and subtraction*</i></p> <ul style="list-style-type: none"> ▪ I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p><i>Fractions*</i></p> <ul style="list-style-type: none"> ▪ I compare and order fractions whose denominators are all multiples of the same number. ▪ I round decimals with two decimal places to the nearest whole number and to one decimal place. 	<ul style="list-style-type: none"> ▪ I read, write, order and compare numbers with up to three decimal places. ▪ I recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. <p><i>Measures*</i></p> <ul style="list-style-type: none"> ▪ I solve problems involving converting between units of time. ▪ I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. <p><i>Statistics</i></p> <ul style="list-style-type: none"> ▪ I solve comparison, addition and difference problems using information presented in a line graph. 	*Discrete
Science	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests 	<p><i>Living things and their habitats</i></p> <ul style="list-style-type: none"> • I describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. • I describe the differences between different life cycles. • I describe the process of reproduction in plants. • I describe the process of reproduction in animals. <p><i>Animals, including humans*</i></p> <ul style="list-style-type: none"> • I create a timeline to indicate stages of growth in humans. 	*Discrete

	<ul style="list-style-type: none"> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
History	<ul style="list-style-type: none"> I summarise how Britain has had a major influence on the world. <p><i>Anglo Saxons*</i></p> <ul style="list-style-type: none"> I explain where the Anglo-Saxons came from. I know at least two famous Anglo-Saxons I use a time line to show when the Anglo-Saxons were in England 	<ul style="list-style-type: none"> I know the link between Anglo-Saxons and Christianity. I know that many Anglo-Saxons were farmers. I know that the Anglo-Saxons gave us many of the words that we use today. 	*Discrete
Geography	<ul style="list-style-type: none"> I name and locate the capital cities of neighbouring European countries. I know the countries that make up the European Union. I name and locate many of the world's most famous mountainous regions. 	<ul style="list-style-type: none"> I explain why most cities are situated by rivers. I explain the course of a river. I name and locate many of the world's most famous rivers. I recognise the importance of ports and the role they play in distributing goods around the world. 	
Art	<ul style="list-style-type: none"> I create an accurate print design following criteria. I use images which I have created, scanned and found; altering them where necessary to create art. 	<ul style="list-style-type: none"> I research the work of an artist and use their work to replicate a style. 	
DT	<ul style="list-style-type: none"> I suggest alternative plans; outlining the positive features and draw backs. I explain how a product will appeal to a specific audience. 	<ul style="list-style-type: none"> I use a range of tools and equipment competently. I make a prototype before make a final version. I show that I can be both hygienic and safe in the kitchen 	
Music	<ul style="list-style-type: none"> I change sounds or organise them differently to change the effect. I compose music which meets specific criteria. I use my music diary to record aspects of the composition process. I choose the most appropriate tempo for a piece of music. 	<ul style="list-style-type: none"> I describe, compare and evaluate music using musical vocabulary. I explain why I think music is successful or unsuccessful. I suggest improvement to my own work and that of others. I contrast the work of a famous composer with another, and explain my preferences. 	
PE	<p><u>Games</u></p> <ul style="list-style-type: none"> I gain possession by working a team. I pass in different ways. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> I controlled when taking off and landing. I throw with accuracy. 	Discrete

	<ul style="list-style-type: none"> • I use forehand and backhand with a racket. • I can field. • I choose a tactic for defending and attacking. • I use a number of techniques to pass, dribble and shoot. 	<ul style="list-style-type: none"> • I combine running and jumping. 	
Computing	<p><i>Information technology</i></p> <ul style="list-style-type: none"> • I analyse information. • I evaluate information. • I understand how search results are selected and ranked. • I edit a film. <p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> • I discuss the positive and negative impact of the use of ICT in my own life, my friends and family. • I understand the potential risk of providing personal information online. • I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. • I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. • I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). • I understand that some material on the internet is copyrighted and may not be copied or downloaded. • I understand that some messages may be malicious and know how to deal with this. • I understand that online environments have security settings, which can be altered, to protect the user. • I understand the benefits of developing a 'nickname' for online use. • I understand that some malicious adults may use various techniques to make contact and elicit personal information. 	<ul style="list-style-type: none"> • I know that it is unsafe to arrange to meet unknown people online. • I know how to report any suspicions. • I understand I should not publish other people's pictures or tag them on the internet without permission. • I know that content put online is extremely difficult to remove. • I know what to do if I discover something malicious or inappropriate. <p><i>Skills</i></p> <ul style="list-style-type: none"> • I follow the school's safer internet rules. • I make safe choices about the use of technology. • I use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. • I create strong passwords and manage them so that they remain strong. • I independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. • I competently use the internet as a search tool. • I reference information sources. • I use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources. • I use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information. 	Discrete
MfL	<p><i>Spoken language</i></p> <ul style="list-style-type: none"> • I hold a simple conversation with at least 4 exchanges. • I use my knowledge of grammar to speak correctly. <p><i>Reading</i></p>	<p><i>Writing</i></p> <ul style="list-style-type: none"> • I write a paragraph of 4-5 sentences. • I substitute words and phrases. 	Discrete

	<ul style="list-style-type: none"> I understand a short story or factual text and note the main points. I use the context to work out unfamiliar words. 		
RE			Discrete
PSHCE	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child*</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices*</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others*</p>	Discrete*
Forest area	<p><i>Nature Walk</i></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> I describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. 	<p><i>Anglo Saxon Day</i></p> <ul style="list-style-type: none"> I explain where the Anglo-Saxons came from. I know at least two famous Anglo-Saxons I use a time line to show when the Anglo-Saxons were in England I know the link between Anglo-Saxons and Christianity. I know that many Anglo-Saxons were farmers. I know that the Anglo-Saxons gave us many of the words that we use today. 	