

## Year 5 Summer 1 Plan 2023

### FOCUS: The Victorians

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Novel: Street Child	Reciprocal Read Chapters 1 & 2  Write a diary entry		Reciprocal Read Chapters 4 & 5  Write a letter to Jim's sisters about life in the workhouse		Reciprocal Read Chapters 7 & 8  Write a non-chronological report about the workhouse	
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Grammar: Tenses: Past or present tense  Spellings - 'ough'	Grammar: Tenses: Present perfect tense  Spellings - 'ough'	Grammar: Tenses: Past perfect form  Spellings – adverbials of time	Grammar: Tenses: Using the past perfect tense  Spellings – adverbials of place	Grammar: Tenses: Recognising the future perfect form  Spellings – /ear/ spelt 'ere'	Grammar: Tenses: Using the future perfect form  Spellings - Year 5 and 6 word list.
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Fractions</b>	Subtract from a mixed number – breaking the whole Subtract two mixed numbers	Multiplying fractions	Multiplying fractions	Fraction of amounts	Fractions, decimals and percentages	Fractions, decimals and percentages
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Times table practice  Arithmetic Paper every week  Equivalent fractions and decimals	Times table practice  Arithmetic Paper every week  Decimals and fractions Understanding thousandths  Thousandths on a place value chart	Times table practice  Arithmetic Paper every week  ordering and comparing decimals up to 3d.p	Times table practice  Arithmetic Paper every week  rounding decimals to the nearest whole number	Times table practice  Arithmetic Paper every week  rounding decimals to the nearest tenth	Times table practice  Arithmetic Paper every week

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Use the idea of the Earth rotation to explain day and night.</p>	<p>Reporting and presenting findings from enquiries</p> <p>Describe the movement of the moon relative to the Earth</p>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Learn about the Scientist Galileo Galilei and investigate the force of gravity acting between Earth and falling objects</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Identify the effects of air resistance by constructing a parachute</p>	<p>Reporting and presenting findings from enquiries</p> <p>Identify the effects of water resistance and friction using modelling clay</p>	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Investigate further into friction</p>
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		<p>Begin to identify primary and secondary sources Use evidence to build up a picture of a past event</p> <p>Who were The Victorians?</p> <p>Infer information from primary sources to understand the time period</p>	<p>Use the library and internet for research with increasing confidence</p> <p>Learn about Samuel Crompton, the inventor of the Spinning Mule</p>	<p>Compare accounts of events from different sources</p> <p>Learn about the cotton mills in Farnworth and Bolton</p>	<p>Compare an aspect of life with the same aspect in another period</p> <p>Learn about the lives of the people who worked in the cotton mills</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Learn about child labour in the Victorian times</p>
Geography	Time zones (including day and night)	Understand geographical similarities and differences through studying the human and physical geography of a region.	Understand geographical similarities and differences through studying the human and physical geography of a region.			
	<p>Understand why the sun rises higher and lower in the sky - The Seasons</p>	<p>Antarctica – look at the Antarctic Circle and create a booklet about expeditions, life there and environmental issues</p>	<p>Learn about the Tropics of Cancer and Tropics of Capricorn using maps and atlases, and comparing what they have learnt about the Antarctic Circle</p>			

Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Annotate work in a journal. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Research the work of William Morris – Victorian wallpaper designs</p>	<p>Develop close observation skills using a variety of view finders.</p> <p>Use a viewfinder to zoom in on a part of Morris' work and recreate it using oil pastel</p>	<p>Use relief or impressed method.</p> <p>Design a wallpaper print, inspired by William Morris With ink</p>	<p>Use a graphics package to create and manipulate new images.</p> <p>Create wallpaper design using digital media</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Evaluate art work</p>	
Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Computer Science	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Unplugged – recap of previous vocabulary and teach conditionals</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>
RE/PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
RE – What does it mean to be a Muslim in Britain today?	<p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>What helps you through the journey of life? What helps Muslims through the journey of life?</p> <p>have an accurate picture of who I am as a person in</p>	<p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>What is the key belief of Muslims? How does this affect their life?</p>	<p>Explain practices and lifestyles associated with belonging to a faith;</p> <p>Why does prayer matter to Muslims?</p>	<p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>How is charity important to Muslims? How is charity important to you?</p>	<p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Why do Muslims fast?</p>	<p>Explain practices and lifestyles associated with belonging to a faith;</p> <p>Why do Muslims want to go on pilgrimage?</p>

PSHE - Relationships	<p>terms of my characteristics and personal qualities know how to keep building my own self esteem</p> <p>Building my own self-esteem</p>	<p>understand that belonging to an online community can have positive and negative consequences recognise when an online community feels unsafe or uncomfortable</p> <p>Recognise when an online community feels unsafe or uncomfortable</p>	<p>understand there are rights and responsibilities in an online community or social network recognise when an online community is helpful or unhelpful to me</p> <p>Recognise when an online community is helpful or unhelpful to me</p>	<p>know there are rights and responsibilities when playing a game online recognise when an online game is becoming unhelpful or unsafe</p> <p>Recognise when an online game is becoming unhelpful or unsafe</p>	<p>recognise when I am spending too much time using devices (screen time) identify things I can do to reduce screen time, so my health isn't affected</p> <p>Identify things I can do to reduce screen time, to keep myself healthy</p>	<p>explain how to stay safe when using technology to communicate with my friends recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p> <p>Recognise and resist pressures to use technology in ways that may cause harm to others</p>
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Thursday – 5H Rees Sports</p> <p>Thursday – 5F Swimming</p>					
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Samba with Mr Martin					