
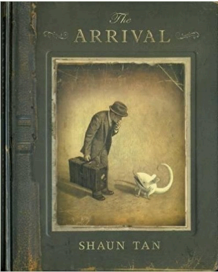




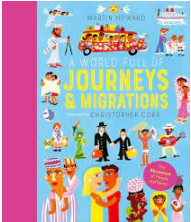
## Olive Class YEAR 5

### Medium Term Plan

### Migration & Movement - Summer 1 2024

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Writing core texts</b></p>  	<p><b>Windrush Child</b></p> <ol style="list-style-type: none"> <li>1) To analyse a range of information and consider its impact</li> <li>2) To extract and sequence events chronologically</li> <li>3) To write an informal letter in role</li> </ol>	<ol style="list-style-type: none"> <li>4) To prepare a poem to read aloud</li> <li>5) To create a new version of a known poem</li> <li>6) <b>To write a diary entry in role</b></li> <li>7) <b>To use conjunctions and modal verbs to give advice</b></li> </ol>	<p><b>8) To use relative clauses to extend ideas</b></p> <p><b>9) To write a speech in role</b></p> <p><b>The Arrival</b></p> <ol style="list-style-type: none"> <li>1) To use a range of modal verbs to explore possibilities</li> <li>2) To be able to identify verbs for different thoughts and Feelings and adjectives</li> </ol>	<ol style="list-style-type: none"> <li>3) To convey an emotional scene by considering the effect of alternative</li> <li>4) To describe events from an alternative point of view, using strong verbs &amp; adjectives</li> <li>5) To work in role to examine the issues in the text</li> <li>6) To identify how to expand upon a single-clause sentence using adverbial phrases and precise verb choices</li> </ol>	<ol style="list-style-type: none"> <li>7) To write in the passive voice to create a more formal tone</li> <li>8) To describe a setting using expanded noun phrases</li> <li>9) To be able to infer and imagine what is being said in the form of a script with two parts</li> <li>10) To use tense change for a flashback</li> </ol>	<ol style="list-style-type: none"> <li>11) To write a report using an appropriate tone</li> <li>12) To identify how to create a cohesive piece of writing using conjunctions and adverbial phrases</li> <li>13) To plan to create a third person narrative</li> <li>14) To adapt sentences for audience and purpose</li> <li>15) To use a range of devices to create an engaging story</li> <li>17) To edit and improve writing using cohesive Devices</li> </ol>



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Class reading core text</b></p> 	<p>-Predict what might happen from details stated and implied.            -Identify /explain how information / narrative content is related and contributes to meaning as whole            - Retrieve and record information /identify key details from fiction and non-fiction            -Give/explain the meaning of words in context</p>	<p>-Summarise main ideas from more than one paragraph            -Retrieve and record information /identify key details from fiction &amp; non-fiction</p>	<p>-Make inferences from the text/explain and justify inferences with evidence from the text            -Identify /explain how information / narrative content is related &amp; contributes to meaning as whole            - Identify/ explain how meaning is enhanced through choice of words and phrases</p>	<p>-Retrieve and record information /identify key details from fiction and non-fiction            -Give/explain the meaning of words in context            -Summarise main ideas from more than one paragraph</p>	<p>-Identify /explain how information / narrative content is related &amp; contributes to meaning as whole            -Identify/ explain how meaning is enhanced through choice of words and phrases            -Make comparisons within the text</p>	<p>-Retrieve and record information /identify key details from fiction &amp; non-fiction            -Give/explain the meaning of words in context</p>
<p><b>Grammar Shed</b></p>	<p>Identifying and sorting conjunctions, determiners and prepositions</p>	<p>Converting nouns or adjectives into verbs using suffixes</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Identifying, defining and adding cohesive devices within paragraphs</p>	<p>Identifying, sorting and using adverbials of time, place and number</p>	<p>Identifying clauses and phrases at the start of sentences and embedded within sentences</p>
<p><b>Handwriting</b></p> <p>Cloze Sentences            Parts of a Flower            Nice N' Neat Aesop's Fables</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>					
<ul style="list-style-type: none"> <li>• To write each of the spelling words correctly.</li> <li>• To use words appropriately in sentences.</li> <li>• To be able to demonstrate understanding of the spelling words in context.</li> </ul>		<ul style="list-style-type: none"> <li>• To write each of the spelling words correctly.</li> <li>• To use words appropriately in sentences.</li> <li>• To be able to demonstrate understanding of the spelling words in context.</li> </ul>		<ul style="list-style-type: none"> <li>• To correctly label a diagram of a flower.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to write legibly, fluently and with increasing speed.</li> </ul>	



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<b>Spelling Focus</b>	25. Words that are homophones or near homophones	26. Words that are homophones	27. Words that are homophones	28. Words that are homophones or near homophones	29. Words that are homophones or near homophones	30. Challenge Words
<b>Maths</b> Statistics Shape Decimals	Draw line graphs <b>Read and interpret line graphs</b> Two-way tables <b>Read and interpret timetables</b>	Assessment <b>Understand and use degrees</b> Classify angles <b>Estimate angles</b> Measure angles up to 180°	Draw lines and angles accurately <b>Calculate angles around a point</b> Calculate angles on a straight line <b>Lengths and angles in shapes</b> Regular and irregular polygons	3-D shapes <b>Assessment</b> Use known facts to add and subtract decimals within 1 <b>Complements to 1</b> Add and subtract decimals across 1	Add decimals with the same number of decimal places <b>Subtract decimals with the same number of decimal places</b> Add decimals with different numbers of decimal places <b>Subtract decimals with different numbers of decimal places</b> Efficient strategies for adding and subtracting decimals	Decimal sequences <b>Multiply by 10, 100 and 1,000</b> Divide by 10, 100 and 1,000 <b>Multiply and divide decimals - missing values</b> Assessments  Numeracy Day
<b>Science</b> Animals including humans	1. Identify the key stages of a mammal's life cycle	2. Explore the gestation periods of mammals	3. Learn about foetal development	4. Investigate the hand span of different aged children	5. Learn about the changes experienced in puberty	6. Describe the changes humans may experience during old age
<b>History</b> What makes people go on a journey?	To know and understand why people undertake journeys.	To know and understand why people travelled on the Empire Windrush.	To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times.	To know and understand why the Irish 3rd class passengers travelled on the Titanic	To know and understand why the Kindertransport took place.	To know and understand why refugees risk their lives making journeys today.



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<b>Computing</b> Programming 2: Micro:bit	To tinker with a new piece of software.	To program an animation.	To recognise coding structures.	To create a program for a specific task	To create a program.	CAD 3 D design
<b>RE</b> Values: what matters most to Humanists and Christians?	<b>Make sense of belief</b> • identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)	• make links with sources of wisdom that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer, and can live the one life we have for the wellbeing of all	<b>Understand the impact</b> • make clear connections between Christian and Humanist ideas about being good and how people live	• suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	<b>Make connections</b> • raise important questions and suggest answers about how and why people should be good, connecting the values studied and their own values thoughtfully	<b>Pentecost Pause Day</b>
<b>PE M Heneghan</b> Athletics	To run as part of a relay team for speed and distance.	To measure distance of run in a set time.	To identify and recognise the most effective jumping style for distance.	To develop the push technique using a variety of objects.	To perform baton exchange as part of a relay team.	To develop as a small group either a run, jump or throwing event.
<b>PE Swim Coach</b> Swimming	Children will learn to: -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations					



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<b>PSHE</b> Citizenship & Puberty	To begin to understand what happens when the law is broken	To explore the links between rights and responsibilities	To understand how we recognise and value the contribution people make to the community	To begin to understand how parliament works	To understand physical changes during puberty	To understand the menstrual cycle To understand emotional changes during puberty
<b>Art and Design</b> Sculpture and 3D: Interactive installation	To identify and compare features of art installations.	To investigate the effect of space and scale when creating 3D art.	To problem-solve when constructing 3D artworks.	To plan an installation that communicates an idea.	To apply their knowledge of installation art and develop ideas into a finished piece.	
<b>French</b> School Life	Say where characters are standing in the classroom.	Describe the positions of objects.	Speak in sentences about the subjects studied at school.	Engage in conversations; ask and answer questions in the context of a Maths/French Lesson.	Engage in conversations; ask and answer questions about what can be done.	Present ideas and information orally to a range of audiences in the context of asking questions which they would ask in school.
<b>Enrichment activities</b>	Open Classrooms 18.4..24	Earth Day 22.4.24	International Dance day 29.4.24 Don Rae Dance?	Church service 9.5.24		Walk to School Wk Pentecost Pause Day 20.5.21 Numeracy Day 22.5.21 Church Service 23.5.24