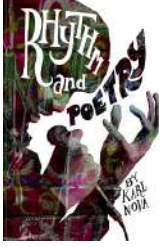








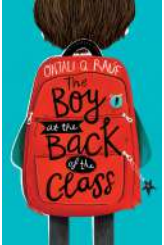
Olive Class YEAR 5

Medium Term Plan

Migration & Movement Summer 1 2026

Subject	Week 1 w/b 13.4.26 Poetry	Week 2 w/b 20.4.26 Explanation	Week 3 w/b 27.4.26 Explanation	Week 4 w/b 4.5.26 Advertising	Week 5 w/b 11.5.26 Advertising	Week 6 w/b 18.5.26 Advertising
<p>Writing core texts</p>  	<p>Read and discuss an increasingly wide range of poetry.</p> <p>Note and develop initial ideas, drawing on reading where necessary.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Use bullet points to convey information precisely</p> <p>Ensure correct subject and verb agreement</p> <p>Use relative clauses</p> <p>Use a colon to introduce a list</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use further organisational and presentational devices to structure text</p>	<p>Indicate degrees of possibility using adverbs or modal verbs.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Identify the audience for and purpose of the writing</p> <p>Select appropriate grammar and vocabulary</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Use of comma to clarify meaning or avoid ambiguity</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Assess the effectiveness of their own and others' writing</p>



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Class reading core text The Boy at the Back of the Class	 VIPERS Fiction The Boy at the Back of the Class	 VIPERS Non Fiction Black and British	 VIPERS Poetry On the Move Michael Rosen	 VIPERS Historical fiction Windrush Child	 VIPERS Non Fiction Human migration	 VIPERS Fiction The Boy at the Back of the Class
Handwriting Cloze Sentences Parts of a Flower Nice N' Neat Aesop's Fables	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 					
Spelling Focus	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



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Maths Shape Decimals Statistics	Understand and use degrees Classify angles Estimate angles Measure angles up to 180°	Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Regular and irregular polygons	3-D shapes Assessment Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1	Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals	Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals - missing values Assessments	Draw line graphs Read and interpret line graphs Two-way tables Read and interpret timetables
Science 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
History What makes people go on a journey?	To know and understand why people undertake journeys.	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 people travelled on the Empire Windrush	To know and understand why refugees risk their lives making journeys today.



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Computing Programming 2: Micro:bit	To tinker with a new piece of software.	Programming an animation	Programming a pedometer	Using the temperature sensor	Debug and Evaluate	
RE Why do Humanists say happiness is the goal of life?	ENGAGE with idea of happiness	ENQUIRE into the importance of happiness for a Humanist	EXPLORE (1) Humanist beliefs in texts or quotations	EXPLORE (2) ideas about happiness in Humanist life ceremonies	EXPLORE (3) aspects of happiness in Humanist decision- making	EVALUATE what pupils have learnt about the Humanist concept of happiness and the key question
PE Premier Sport Tuesdays 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
PE Fridays Rounders	To apply the rules of the game consistently. To sprint with power to run between zones. To direct the ball to hit targets.	To throw a ball for accuracy. To use the short throw to stump players out. To position to catch the ball on base to stump out.	To follow the path of a bowled ball. To attempt to catch a backwards hit.	To apply backwards hit rule as a batter. To apply backwards hit tactics as a back stop.	To field with awareness of batters strengths. To recognise fielders positioned for left and right handed players.	To distinguish between deep and close fielding.
PSHE 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 emotional changes during puberty	To understand the menstrual cycle



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DT Electrical Systems: Steady Hand Game		Lesson 1: Developing through play To research and analyse a range of children's toys..	Lesson 2: Game plan To design a steady hand game	Lesson 3: Base building To construct a stable base	Lesson 4: Electronics and assembly To assemble electronics and complete their electronic game.	
French 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
Music Blues	To know some features of blues music.	To play the first line of the 12-bar blues.	To be able to play the 12-bar blues.	To be able to play the blues scale on a tuned instrument.	To be able to improvise with notes from the blues scale.	
Enrichment activities		Sharing Afternoon 23.4.26				UKS2 PE Enrichment morning KS2 Communion Service