| Theme: | All change |  |  |  |  |  | Year group: | ${ }^{5}$ | Sommer | Academic year: |  | 23/24 |
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|  | Reading | English | Maths | Science | History/ Geography | Art \& Design/DT | Music | RE |  | ${ }_{\text {PE }}$ | PSHE \& ${ }^{\text {C }}$ | Languages |
| Week 1 <br> w/c 15.04 (4 days) | Street Child Inference | Fiction: Wishing Tale | To read and interpret timetables. To understand and use degrees. To classify angles. To estimate angles | To describe the life cycle of mammas/birds/ insects/amphibians. | Topic afternoon | To explore sculptures and their relevance through history. | To play an instrument. |  | To understand how identity online can be manipulated. | Athletics - To understand pace and apply different speeds over varying distances. | To understand the difference between legal and illegal drugs. | Describing me and others (L7) |
| $\begin{aligned} & \text { Week } 2 \\ & w / c 22.04 \end{aligned}$ | Street Child Inference | Fiction: Wishing Tale | To measure angles up to $180^{\circ}$. <br> To draw angles. <br> To calculate angles at a point. To calculate angles on a straight line. <br> To calculate missing angles and lengths in shapes. | To describe the life process of animals. | To order events from World War II. | To explore the work of Alexander Calder and begin experimenting with wire. | To compose. | To describe the beliefs in our classroom. | To understand the terms, 'intellectual property', 'copyright', 'privacy' and 'fair use and distribution'. <br> To understand why policies linked to image rights on the internet are important | Rounders - To develop throwing and catching under pressure and apply these to a striking and fielding game. <br> Athletics - To develop fluency and coordination when running for speed. | To understand how drugs can be issued. | Describing me and others (L7 follow up) |
| Week 3 <br> w/c 29.04 | Street Child Inference | Fiction: Wishing Tale | To distinguish between regular and irregular polygons. To identify 3D shapes. To read and plot coordinates. To solve problems with coordinates. <br> To identify, describe and represent the position of a shape following a translation. | To identify the reproductive parts in plants. | To explain why World War II began. | To design a wire sculpture. | To play an instrument. | To describe the beliefs in Aylesbury. | To be alert to risks on the internet. | Rounders - To develop bowling under pressure whilst abiding by the rules of the game. <br> Athletics - To develop techniques in relay changeovers. | To understand why people choose drugs. | Describing me and others (L8) |
| $\begin{aligned} & \hline \text { Week } 4 \\ & \text { w/c 06.05 } \end{aligned}$ | Street Child Summarise | Fiction: Wishing Tale | To identify, describe and represent the position of a shape following a translation (with coordinates). <br> To identify lines of symmetry. To represent the position of a shape following a reflection. Consolidation | To describe the process of pollination. | To understand that people had to ration during World War II. | To create a wire sculpture. | To improvise. | To describe how Christians support the Aylesbury community. | To understand why safety rules are in place | Rounders - To strike a bowled ball with increasing consistency. <br> Athletics - To build momentum and power in the triple jump. | To understand the risks/side effects with any drug. | Describing me and others (L8 follow up) |
| Week 5 <br> w/c 13.05 | Street Child - <br> Retrieval | $\begin{array}{\|l} \hline \begin{array}{l} \text { Poet Study - Kit } \\ \text { Wright } \end{array} \\ \hline \end{array}$ | Consolidation | To explain asexual reproduction in plants. | To understand how women were important to the war effort. | To evaluate and analyse final piece. | To perform. | To describe how Muslims support the Aylesbury community. | To understand how to report upsetting content. | Rounders - To develop fielding techniques and select the appropriate action for the situation. <br> Athletics - To develop throwing with force for longer distances. | To understand that people can have an addiction to drugs and to know how to ask for support and help. | Describing me and others (L.9) |
| Week 6 w/c 20.05 | Street Child - Explain | $\begin{array}{\|l} \hline \text { Poet Study - Kit } \\ \text { Wright } \end{array}$ | To use known facts to add and subtract decimals within 1. To find complements to 1. To add and subtract decimals across 1. <br> To add decimals with the same number of decimal places. To subtract decimals with the same number of places. | To plan a scientific enquiry to answer a question (cloning plants). <br> To take measurements with increasing accuracy and precision, taking repeat readings where appropriate. | To understand what the Holocaust was. |  | To perform | To describe how nonreligious communities, support the Aylesbury community. | To understand how the internet works. | Rounders - To understand and apply tactics in a game. <br> Athletics - To develop throwing with greater control and technique. | To know the laws surrounding drugs. | Describing me and others (L9 follow up) |
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| $\begin{aligned} & \hline \text { Week } 7 \\ & \text { w/c } 03.06 \end{aligned}$ | The Boy at the Back of the Class - <br> Inference | Non-fiction: Balanced argument | To add decimals with different numbers of decimal places. To subtract decimals with different numbers of decimal places <br> To identify efficient methods of adding and subtracting decimals. To explore decimal sequences. To multiply by 10,100 and 1000 . | To know that some materials will dissolve in liquid to form a solution. <br> To describe how to recover a substance from a solution. | To explore the battle of Dunkirk. |  | To play an instrument. | To understand what a ritual is. | To understand how to use text-based programming to draw regular polygons. | Badminton - To develop racket familiarisation. | To recap the human life cycle | Describing me and others (L10) |
| Week 8 <br> w/c 10.06 | The Boy at the Back of the Class Inference | Non-fiction: Balanced argument | To divide by 10,100 and 1000 . To multiply and divide decimals (missing values). <br> To understand negative numbers. To count through zero in 1 s . | To decide how mixtures might be separated - filtering and sieving. | To explore forms of transport (Dunkirk). |  | To compose. | To compare the Jewish rituals to the Christian rites of passage. | To understand that repeat loop commands in a text-based programming language are more efficient | Badminton - To develop rallying and understand how to start a game. | To understand how the media portrays body image | Describing me and others (L10 follow up) |


|  |  |  | To count through zero in multiples. |  |  |  |  | when drawing regular polygons. |  |  |  |
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| $\begin{aligned} & \hline \text { Week } 9 \\ & \text { w/c 17.06 } \end{aligned}$ | The Boy at the Back of the Class - <br> Inference | Non-fiction: Balanced argument | To compare and order negative numbers. <br> To find the difference. <br> To convert kilometres and <br> kilograms. <br> To convert millimetres and <br> millilitres. <br> To convert units of length. | To explore the process of evaporation to separate a mixture. | To know how the war affected people's lives. | To play an instrument. | To explore the purpose of a BarMitzvah. | To understand that a 'procedure' is a shorthand way of explaining a more complicated set of steps. | To develop a range of shots to keep a rally going. | To know that families can look different but feel the same | Describing me and others (L11) |
| Week 10 <br> w/c 24.06 | The Boy at the Back of the class Prediction | Report Page | Assessment week | To understand reversible changes. | To explore how Bletchley Park was important During World War II. | To improvise. | To explore the purpose of a BatMitzvah. | To understand how to create procedures to draw regular polygons in text-based language | To learn how to score points and play in competitive games. | (Christopher Winters RSE) | Describing me and others (L11 follow up) |
| $\begin{aligned} & \text { Week } 11 \\ & \text { w/c } 01.07 \end{aligned}$ | The Boy at the Back of the Class Summarise | Fiction: Short Burst | To convert between metric and imperial units. <br> To convert units of time. <br> To calculate with timetables. <br> Consolidation | To understand irreversible changes burning. | To learn about Alan Turing. | To perform. | To explain how and why Jews celebrate Sabbath. | To understand how to combine procedure and loops to draw repeating patterns in text-based language. | To select and apply the appropriate skill to a game situation. | (Christopher Winters RSE) | Describing me and others revision (L12) |
| $\begin{aligned} & \text { Week } 12 \\ & \text { w/c } 08.07 \end{aligned}$ | The Boy at the Back of the Class Retrieval | Free Write | To understand volume <br> To compare volume. To estimate volume. To estimate capacity. Consolidation | To understand irreversible changes chemical. | To explore the impact that non-white soldiers had on the war. | To perform | To discuss how religious rituals impact people's daily life. | To be able to apply knowledge of procedures and loops in a block programming language. | To show respect, honesty and fair play when competing against an opponent | (Christopher Winters RSE) RSE) | Assessment |
| $\begin{aligned} & \hline \text { Week } 13 \\ & \text { w/c } 15.07 \end{aligned}$ | The Boy at the Back of the Class - Explain | Free Write | Consolidation |  |  |  |  |  |  |  |  |

