###### Year 5 Summer Planning 2010

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| **Week** | Numeracy | Science | **D.T** |
| **1** | **Measuring 2**  Understand, measure and calculate the perimeter of a shape, including rectangles  Understand, measure and calculate perimeter of rectangle and of other polygons.  Understand area measured in square cms.  Understand and use formula in words, ‘length times breadth’ for the area of a rectangle. | **Changing State**  Week 1  To discuss what the properties of solids, liquids and gases are  To draw a concept map showing ideas | **Bag making**  To design the bag using the material purchased |
| **2** | **Calculating 11**  Rehearse multiplying HTU x U using informal written methods  Multiply HTU x U and TU x TU using a standard written method  Multiply U.t x U using a standard written method  **Calculating 12**  Rehearse the concept of a remainder  Rehearse dividing TU ÷ U using written methods  Divide HTU ÷ U using written methods  Solve word problems involving money using 1 or more steps | Week 2  To explain what evaporation is and what factors could speed up evaporation  To investigate which liquids other than water will evaporate | To make the bag using the design specification.  To follow the safety rules within the classroom |
| **3** | **Week 3 Understanding shape 5**  Introduce the concept of rotation  Recognise the position of shapes after given rotations  Rehearse degree as a measure of angle  Rehearse the relationship between degrees and r/angles  Calculate angles within a r/angle and on a straight line | Week 3  To give a definition and examples of condensation  To predict what will happen to the ice and water in the experiment  To explain why condensation occurs in a number of situations | To make the bag using the design specification.  To follow the safety rules within the classroom |
| **4** | **Week 4 Counting and understanding number 6/ Knowing and using number facts**  Round a 1- or 2- place decimal to its nearest whole number  Mentally add decimal nos (crossing units and tenths) | Week 4  To know that the boiling and freezing points of pure water  To conduct an experiment safely  To make accurate measurements on their thermometers | To make the bag using the design specification. |
| **5** | **Week 5 Using and applying mathematics 5**  Solve mathematical problems or puzzles  Explain methods and reasoning  Estimate by approximation then check the result | Week 5  To know that melting, freezing, condensing and evaporating are all changes of state which can be reversed. | To evaluate each other’s product  To present the bag to peers and explain why it’s good and what features it has |
| **6** | **Data handling 2**  Draw and interpret a line graph  Classify events based on degrees of likelihood.  Recognise the distinction between ‘impossible’, ‘unlikely’, ‘likely’ and ‘certain’ | Week 6 To know that water evaporates from oceans, seas and lakes, condenses as clouds and falls as rain.  To interpret the water cycle in terms of all the processes involved.  End of unit assessment |  |
| **7** | **Week 7 Understanding shape 6**  Rehearse features of equilateral and isosceles triangles.  Intro r/angled and scalene triangles.  Name and classify diff triangles.  Recognise properties of diff triangles.  Introduce acute, obtuse and reflex angles.  Recognise acute and obtuse angles in shapes. | **Gases around us**  To recognise differences between solids and liquids  To know that air has weight and is all around us  To use phenomena related to moving air eg on kites, parachutes, drying washing  To make careful observations of materials and to explain these using scientific knowledge and understanding | **Biscuits**  Week 1  To make a biscuit profile using appropriate vocabulary to describe them  To compare biscuits in terms of appearance, flavour, texture and cost |
| **8** | **Week 8 Understanding shape 7/ Counting and understanding number 7/ Calculating 13**  Recognise degree as a measure of angle.  Recognise the relationship between degrees and right angles.  Measure and draw angles using a protractor  Introduce percentage as a fraction of 100.  Express simple fractions as percentages.  Find simple percentages of quantities | That soils have air trapped within them  To measure volumes of water carefully  To use their results to compare the air trapped in different soils  To repeat measurements to check results | Week 2  To follow a recipe to make biscuits  To know and practice the rules of basic food hygiene    To know about the physical changes in food when baking |
| **9** | **Week 9 Measuring 4**  Use, read and write standard units of capacity & convert larger to smaller units, and vice versa.  Suggest suitable units and tools to measure diff capacities  Measure capacity of several containers using a measuring jug.  Order units of capacity from smallest to largest | That there are many gases and many of these are important to us  To name several gases and identify one way in which each is useful to us  **End of unit assessment** | Week 3  To draw up a specification for their biscuit design  To evaluate ideas according to the specification and any other constraints eg cost, equipment |
| **10** | **Week 10 Knowing and using number facts 7/ Calculating 14**  Recall decimal additionn pairs to 1 and 10  Recognise what must be added to decimal no to make next whole no  Add two or more decimal nos using standard written methods. | **Changing Sounds**  Week 1  To know that sounds are made when objects or materials vibrate  To make careful observations  To describe what is happening in each of the sound stations  To identify the types of material through which sound travels through | Week 4  To follow an advanced recipe to make biscuits  To know and practise the rules of basic food hygiene |
| **11** | **Week 11 Knowing and using number facts 8/ Calculating 15**  Recognise the relationship between addition and subtraction.  Recognise that from addition and subtraction fact three other related facts can be found.  2-place decimals using standard written methods. | To know that some materials are effective in preventing vibrations from sound sources reaching the ear  To plan a test to measure or observe how well different materials muffle sound  That the term ‘pitch’ describes how high or low a sound is  To explain how different musical instruments make sound |  |
| **12** | **Week 12 Using and applying mathematics 6/ Knowing and using number facts 9**  Rehearse patterns in the sum of 2 even/odd nos.  Investigate patterns in the different between 2 even/ odd nos.  Explore patterns in the sum of more than 2 even/odd nos.  Introduce square nos. | To know that small drums have a generally higher pitch than larger drums  To identify that the pitch of a stringed instrument depends on the length, thickness and tightness of the string  End of unit assessment |  |

**Literacy**

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| **Weeks** | **Learning Objectives** |
| **Caribbean**  **Tales**  Stories from other cultures  Weeks 1-3  3 weeks | **Drama:** Reflect on how working in role helps to explore complex issues  **Word structure and spelling:** Know and use less common prefixes and suffixes, e.g. –*cian*  **Understanding and interpreting texts:** Infer writers’ perspectives from what is written and from what is implied; Make notes on and use evidence from across a text to explain events or ideas  **Creating and shaping texts:** Reflect independently and critically on their own writing and edit and improve it; Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail  **Text structure and organisation:** Experiment with the order of sections and paragraphs to achieve different effects  **Sentence structure and punctuation:** Punctuate sentences accurately, including using speech marks and apostrophes |
| **Classic Stories**  Older literature  Weeks 4-6  3 weeks | **Speaking:** Tell a story using notes designed to cue techniques, such as repetition, recap and humour  **Listening and responding:** Identify some different aspects of talk that vary between formal and informal occasions  **Group discussion:** Understand different ways to take the lead and support others in groups  **Drama:** Reflect on how working in role helps to explore complex issues  **Understanding and interpreting texts:** Infer writers’ perspectives from what is written and from what is implied; Make notes on and use evidence from across a text to explain events or ideas  **Engaging with and responding to texts:** Reflect on reading habits and preferences and plan personal reading goals.  **Creating and shaping texts:** Reflect independently and critically on their own writing and edit and improve it; Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail  **Text structure and organisation:** Experiment with the order of sections and paragraphs to achieve different effects  **Sentence structure and punctuation:** Punctuate sentences accurately, including use of speech marks and apostrophes |
| **Speaking Aloud**  Choral and performance poetry  Weeks 7  1 week | **Listening and responding:** Identify different question types and evaluate their impact on the audience  **Group discussion and interaction:** Understand different ways to take the lead and support others in groups  **Drama:** Use and Recognise the impact of theatrical effects in drama  **Word structure and spelling:** Group and classify words according to their spelling patterns and their meanings  **Understanding and interpreting texts:** Explore how writers use language for comic and dramatic effects  **Engaging with and responding to texts:** Compare the usefulness of techniques such as visualisation, prediction, empathy and explaining the meaning of texts; Compare how a common theme is presented in poetry, prose and other media  **Creating and shaping texts:** Adapt non-narrative forms and styles to write fiction or factual texts, including poems; Reflect independently and critically on their own writing and edit and improve it |
| **Michael Morpurgo**  Significant authors  Weeks 8-12  4 weeks | **Group discussion and interaction:** Plan and manage a group task over time using different levels of planning; Understand different ways to take the lead and support others in groups; Understand the process of decision making  **Drama:** Reflect on how working in role helps to explore complex issues  **Understanding and interpreting texts:** Infer writers’ perspectives from what is written and from what is implied; Compare different types of narrative and identify how they are structured  **Engaging with and responding to texts:** Reflect on reading habits and preferences and plan personal reading goals; Compare the usefulness of techniques such as empathy in exploring the meaning of texts  **Creating and shaping texts:** Experiment with different narrative forms and styles to write their own stories; Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail  **Sentence structure and punctuation:** Adapt sentence construction to different purposes and readers  **Presentation:** Adapt handwriting for specific purposes, for example printing, use of italics; Use a range of ICT programs to present texts |