

Medium Term Plan – Summer 2 – Year 5

Core Text: Cosmic

Topic: Stargazers

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
Text Type	Formal letter	Formal letter	Formal letter	Persuasive advert	Persuasive advert	Persuasive advert	Persuasive advert
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention	Invention
Grammar and Punctuation (Active English)	Dashes	Relative clauses	Accurate paragraphing and linking ideas	Commas to avoid ambiguity	-ate -ify -ise	Relative clauses	Adverbs of possibility
Spelling	Special Unit 1 and 2	Special Unit 3 and 4	Special Unit 5 and 6	Special Unit 7 and 8	Special Unit 9 and 10	Special Unit 11 and 12	Special Unit 13 and 14
Terminology (technical vocabulary)	Letter, formal, argue, discuss, mood, tone, reflect, Cosmic, sincerely, headteacher	Letter, formal, argue, discuss, mood, tone, reflect, Cosmic, sincerely, headteacher	Letter, formal, argue, discuss, mood, tone, reflect, Cosmic, sincerely, headteacher	Persuade, technique, rhetorical, hyperbole, statistics	Persuade, technique, rhetorical, hyperbole, statistics	Persuade, technique, rhetorical, hyperbole, statistics	Persuade, technique, rhetorical, hyperbole, statistics
Greater Depth SC	I can use a range of punctuation to create a desired effect in a text.	I can use essential and non-essential relative clauses.	I can exemplify different levels of formality with my vocabulary choices.	I can avoid tautology.	I can use a variety of verb constructions.	I can create mood and atmosphere with vocabulary choices.	I can use tag questions to hook a reader.
SEND SC	I can use commas to separate subordinate clauses.	I can use relative clauses beginning with 'who' and 'which'	I can use conjunctive adverbs from a word bank to sequence my ideas.	I can use commas to separate subordinate clauses.	I can use adverbs to qualify verbs.	I can use relative clauses beginning with 'which' and 'that'	I can use adverbs of possibility from a word bank.
Handwriting	See spelling Special Unit 1 and 2	See spelling Special Unit 3 and 4	See spelling Special Unit 5 and 6	See spelling Special Unit 7 and 8	See spelling Special Unit 9 and 10	See spelling Special Unit 11 and 12	See spelling Special Unit 13 and 14
Rainbow Grammar (where appropriate)	Relative clauses		Conjunctive adverbs			Relative clauses	

<p>Reading</p>	<p>To understand how to create a prediction based on evidence (2e) To develop the skill of making inferences about characters (2d) To understand how to select and sort information (2b)</p>	<p>To develop the skill of locating relevant character information (2b) To develop the skill of supporting inferences with evidence (2d) To understand how to summarise multiple chapters (2c)</p>	<p>To develop the skill of analysing a character's motives(2g) To understand the impact figurative language has on a reader (2g) To understand how to infer the emotions of a character (2d)</p>	<p>To know how to use a dictionary to check the meaning of words (2a) To understand how to record and present information (2b) To develop the skill of retrieving supporting statements from a text (2d)</p>	<p>To understand how to use implications to create inference (2d) To know how to find the meaning of words in context (2b) To develop the skill of summarising for clarity (2c)</p>	<p>To develop the skill of evidencing inferences (2d) To develop the skill of connecting common themes in texts (2h) To develop the skill of connecting features in texts (2h)</p>	<p>Informed by NFER assessments</p>
<p>Cross-curricular Writing Opportunities</p>	<p align="center"><b>Science: Experiment (the movement of the Sun around the Earth)/Persuasive text on the moon landings.</b> <b>History: Galileo's diary</b> <b>Geography: Comparison of land use in Sneinton</b> <b>RE: Leaflet about what the best way of showing commitment is for Christians</b> <b>Art: 'Gallery statement' after completing learning</b> <b>DT: Written evaluation of moon buggy</b></p>						
<p>Science objectives</p> <p><b>Working Scientifically</b> A6, A7, A8 <b>Earth and Space</b> E1, E2, E3, E4</p>	<p><b>Earth and Space</b> To understand the movement of the Earth, and other planets, relative to the Sun in the solar system (E1)  To understand the movement of the Moon relative to the Earth (E2)  To understand how to use scientific</p>	<p><b>Earth and Space</b> To know the Sun, Earth and Moon are approximately spherical bodies (E3)  To understand the of the Earth's rotation and day and night (E4)  To develop the skill of using results to make predictions</p>					



	evidence to support or refute ideas (A8)  Gladys West	to set up further comparative and fair tests. (A6)  To know how to use simple models to describe scientific ideas. (A7)					
History objectives  <b>Galileo Galilei &amp; Leonardo Da Vinci</b> A1, B3, C3, D1, E1  Also Hidden Figures at NASA			<b>Galileo</b> To understand how events in the past have influenced life today. (B3, A1)  To understand how to plan an historical inquiry (C3, D1, E1)				
Geography objectives  <b>Map skills – fieldwork</b> C3, A4						How has land use in Sneinton changed over time?  To understand how geographical features have changed over time (C3, A4)	
Religious Education objectives  <b>Christianity</b> What is the best way for a Christian to show							<b>Commitment in Christianity</b> To understand why people show commitment. (A5)  To understand that Christians can



<p><b>commitment to God?</b> A6, B6, C6</p>							<p>show their commitment to God in different ways (B6)</p> <p>To understand why some ways of showing commitment to God would be better than others for Christians. (C6)</p>
<p>Art objectives</p> <p><b>Peter Thorpe</b> A6, A7, B1, C1, E1, F3</p>						<p><b>Rockets</b> To develop the skill of exploring the influence of Peter Thorpe (E1, C1)</p> <p>I can explore the properties of line, shape, tone, texture and pattern in my work. (A6, F3)</p> <p>I can build up layers, colours and textures when printing. (A7, B1)</p>	
<p>Design and Technology objectives</p> <p><b>Rockets</b> B1, B2, C1, C2, C3, D1, D3</p>				<p><b>Rockets</b> To develop the skill of designing innovative, functional and appealing products. (B1)</p>	<p><b>Rockets</b> To develop the skill of creating a prototype (C2, C3)</p> <p>To know how to evaluate the</p>		

				To understand how to create cross-sectional drawings. (B2)	appearance and function of my product (D1, D3)		
PSHE objectives	To know our own strengths and talents	To know our own 'star qualities'	To understand some of the complexities of taking drugs	<p>To know the emotional and physical changes occurring in puberty</p> <p>To understand male and female puberty changes in more detail</p> <p>To understand the impact of puberty on the body and the importance of hygiene</p>	To understand which situations are risky	To know how to prepare for change	To know how to prepare for change
<p>Computing objectives</p> <p><b>Multimedia and Processing</b> B4</p>	To understand different filming techniques (B4)	To understand different filming techniques (B4)	To develop the skill of using different filming techniques (B4)	To develop the skill of using different filming techniques (B4)	To develop the skill of using different filming techniques (B4)	To know how to evaluate different filming techniques (B4)	To know how to evaluate different filming techniques (B4)
Music objectives	<b>External provider</b>						