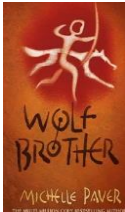
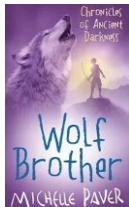
 Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i>		TLC Text: Wolf Brother 			TLC Hook: Drumming Extravaganza	
Year Group: 5		Term: Summer 2				
Summer Half Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To reinforce understanding of inference. To use a cold write to develop improvements in future writing. To read with expression in order to empathise with characters	To develop use of drama strategies To use partner and group work to develop ideas To use drama and talk for writing to imbed language, syntax and vocabulary To create an accurate story map	To plan out their own version of the death scene To use Author Write to show they can move the plot forward through the use of dialogue	To read TLC text description of forest / character. They review and produce vocabulary banks. To discuss the author's use of language and its the effect on the reader. To annotate a WAGOLL	To produce a shared write To Identify and build word bank key vocabulary for the environment. To plan ideas for setting description	To draft edit and redraft a setting description To complete Author Write of their setting description.
Grammar & Punctuation	To clearly understand and identify dialogue in text. To use inverted commas for speech and punctuate speech correctly	To use commas to clarify meaning or avoid ambiguity	To punctuate dialogue correctly. To understand how dialogue can move action forward and convey a character.	To use embedded relative clause.	To revise main forms of figurative language, focusing on use of personification.	To ensure basic punctuation is used for figurative writing eg commas as part of expanded noun phrases, To expand use of punctuation for parenthesis
Spelling	Revise Spellings taught in the last half term Assess Spellings taught in the last half term: pair testing Words ending in –able and –ible Words ending in –ably and –ibly CEW: forty frequently harass individual necessary noticeable forcible legible	Proofreading: use of dictionary to check words, referring to first three or four letter Proofreading: use of dictionary to check words Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference,	Strategies for learning words: words from statutory and personal spelling list Revise Strategies for learning words: problem suffixes CEW: recognise recommend relevant restaurant rhyme precede proceed secretary ancient obvious	Assess Problem suffixes Revise/Practise Homophone who's whose descent dissent desert dessert draft draught bridal bridle	Revise/Practise Homophones Strategies for learning words: words from statutory and personal spelling lists Words from statutory and personal spelling lists: pair testing Revise/Practise Homophone CEW: sincere suggest twelfth variety cereal serial led lead altar alter	Revise Spelling aspects from Year 5 that are not secure

	incredibly consideration					
Maths <i>Decimals</i> <i>Negative numbers</i> <i>Converting Units of Measurement</i> <i>Volume</i>	<p>To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>To solve problems involving number up to 3 decimal places.</p>	<p>To read, write, order and compare numbers with up to 3 decimal places.</p> <p>To solve problems involving number up to 3 decimal places.</p>	<p>To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</p>	<p>To Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p>	<p>To convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].</p> <p>To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>	<p>To solve problems involving converting between units of time.</p> <p>To estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity.</p> <p>To estimate volume and capacity [for example, using water].</p>
Science <i>Animals including Humans</i>	<p>To describe the changes as humans develop to old age by understanding the changes that take place in old age.</p> <p><u>Working Scientifically</u> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>To draw a timeline to indicate stages in the growth and development of humans. To learn about the changes experienced in puberty.</p>	<p>To research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p><u>Working Scientifically</u> To report and present findings from enquiry.</p>	<p>To describe the life process of reproduction in some plants and animals.</p> <p><u>Working Scientifically</u> To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Describe the life process of reproduction in some plants and animals.</p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><u>Working Scientifically</u> To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>
Design & Technology Tribal Clay Necklaces	<p>To experiment with the capabilities of a mouldable materials</p> <p>To assess strengths and weakness of the material</p>	<p>To research and plan an authentic labelled design</p> <p>To predict, anticipate issues</p>	<p>To use a variety of tools and techniques to fashion a mouldable material into a finished artefact</p>	<p>To create realism and specific effects through use of paint and PVA lacquer</p>	<p>To create a finished product through the application of secondary materials</p>	<p>To compare and assess the effectiveness of their model</p> <p>To compare to original design and assess what needed to change as the process began</p>
Art Haida Art	<p>To understand importance of art linked to religious & cultural practise.</p> <p>To start to build knowledge of symbolism and 'stylised' art style</p> <p>To use contrasting colours and absence of colour to create art.</p>	<p>To use accurate pencil lines</p> <p>To use ink to create sharpest contrast possible.</p> <p>To design their own artwork inspired by Haida artwork</p>	<p>To create unique Haida artwork</p> <p>To reflect, assess and analyse their own work</p> <p>To contribute to discussion on Haida artwork, compare assessment artwork with original and discuss comparison.</p>	<p><i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i></p>		

Music Kisne Banaaya	To sing the notes (Swar) of the Indian Classical scale. To learn choreography to the song. To listen to the song and practise the words. To learn to sing the song – Kisne Banaaya	To sing and play the notes (Swar) of the Indian Classical scale. To practise the choreography to the song. To practise the pronunciation of the lyrics and sing the song. To begin to learn to play the melody.	To revisit the song <i>Hey, ho! Nobody home</i> . To sing in four parts and accompany themselves with a pitched ostinato and instrumental beat.		To sing 1, 121 as a two-part round. To listen to a different arrangement of the song. To learn a harmony to the song and sing unaccompanied in two parts. To begin to learn to play an accompaniment.	
MFL (French) Les Jeux Olympiques	To learn how to decode and breakdown longer texts in the foreign language using language learning strategies such as looking for cognates.	To decode texts in the foreign language and will further develop this skill by specifically looking out for verbs, adjectives and nouns.	To recognise, recall and spell 10 different sports in the Olympic games with their definite articles/determiners in the foreign language.	To integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'faire' To be able to say which sports they do in the foreign language.	To learn how to describe what sports different Olympians do in the foreign language, along with their sporting titles.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.
Outdoor P.E. (Athletics)	To understand pace and apply different speeds over varying distances.	To develop fluency and co-ordination when running for speed.	To develop technique in relay changeovers.	To build momentum and power in the triple jump.	To develop throwing with force for longer distances.	To develop throwing with greater control and technique.
Indoor P.E. (Basketball)	To develop ways to move the ball and apply them to different situations.	To develop movement skills to lose a defender in different situations.	To communicate with my team, move into space and take the ball towards the goal.	To defend an opponent and know when to try to intercept.	To develop shooting and explore when to pass, dribble or shoot.	To use and apply skills, principles and tactics to a game situation
R.E. Why do some people stand up for what they believe?	To recognise how religious beliefs vary based on exploring different viewpoints.	To recognise the importance of religious freedom by interpreting news reports.	To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories	To explain why Bandi Chhor Divas is celebrated by many Sikhs.	To explain why Bandi Chhor Divas is celebrated by many Sikhs.	
Computing We are cryptographers	To introduce Semaphore and communicate information using it	To be introduced to Morse code	To learn about ciphers and the Caesar cipher to crack codes	To learn how to use frequency analysis, common words and substitution ciphers to crack codes	To learn about the importance of password security	To learn about encrypted websites and evaluate the unit of work.
Life Skills (PSHE & RSHE) Safety and the Changing Body	To understand physical changes during puberty.	To understand the menstrual cycle	To understand emotional changes during puberty.	To understand how to help someone who is bleeding.	To begin to understand the influence others have on us and how we can make our own decisions.	

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author: Michelle Paver	Readers also liked...	Non-Fiction
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<div>POEMIST.COM</div> <div>For Forest by Grace Nichols</div> <div>Forest could keep secrets Forest could keep secrets Forest tans in every day to westward and birdland Forest letting her hair down to the seeming overtop of her forest ground that Forest doesn't broadcast her business no Forest cover her business down Forestly and first eye, sun and when night come and darkness wrap her like a gown Forest is a full dream woman Forest dreaming about mountain and when earth was young Forest dreaming of the canoe of gold Forest rousing with mysterious eldorado and when howler monkey wake her up with howl Forest just stretch and stir to a new day of sound but coming back to secrets Forest could keep secrets Forest could keep secrets And we must keep Forest</div> <div>Copyright belong to their respective owners</div>						
For Forest Poetry By Grace Nichols	Spirit Walker	Soul Eater	The Wolf Wilder	When the sky falls	Stone, Bronze and Iron Age	Fossil Hunter