|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 5 – Summer 1 - Medium Term Plan | | | | | | | | | | | | |
|  | Week 1 | Week 2 | | Week 3 | Week 4 | | Week 5 | | Week 6 | | | Week 7 |
| Events |  |  | |  |  | |  | |  | | |  |
| Wider Experiences |  | Stewardship –our planet | |  |  | |  | |  | | |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  |  | |  |  | | Why is trade so important? | | How God created different lifecycles | | |  |
| Guided Reading | Bedrock Vocabulary  Independent questions  Guided reading questions | | | | | | | | | | | |
| Independent Questions | Imelda & the Horned Owl | Poems About Words | | Facts About Hurricanes! | The Oak And The Linden Tree | | Cora And The King | |  | |  | |
| SPaG | Relative clauses | | Conjunctions | | |  | | | |  | | |
| Writing | **Operation Gadget man**  **Paragraph 1**  **Paragraph 2**  **Final Write**-a hidden diary entry | | | | | **Operation Gadget man**  **Paragraph 1**  **Paragraph 2**  **Final Write**- newspaper report | | | | | | |
| Math’s | Statistics | Shape | | | Position and Direction | | | Decimals | | | | |
| RE | Unit 5: Memorial (Eucharist) | Islam | | Unit 7: Pentecost | | | | | | |  | |
| Science | **Living Things and Their Habitats**  *Cover Sheet*  **Making New Plants 1**  LO: To label parts of a plant and describe what they do | **Living Things and Their Habitats**  **Making new plants 2** LO: To plan my investigation  .  Working scientifically:  plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | | **Living Things and Their Habitats**  **Making new plants 2**  LO: To Investigate  Working scientifically:  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | **Living Things and Their Habitats**  **Mammals**  LO: To understand the lifecycle of mammals | | **Living Things and Their Habitats**  **Metamorphosis**  LO: To explore complete and incomplete metamorphosis | | **Living Things and Their Habitats**  **Comparing Life Cycles**  LO: To describe and compare different life cycles | | **Living Things and Their Habitats**  **Making new plants 2**  LO: To review my investigation  Working scientifically:  identify scientific evidence that has been used to  support or refute ideas or arguments | |
| Topic | **The kingdom of Benin**  Geography  (Cover sheet- no questions. )  **LO: To locate rainforests on a map**  -To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rainforests.  **-** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests  -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) | **The kingdom of Benin**  Geography  **LO: To explore the climate and life in different layers of the rainforest**    *Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* | | **The kingdom of Benin**  History- Map  **LO: To understand the physical geography of the Benin Kingdom**    *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*  *Describe and understand key aspects of physical geography* | **The kingdom of Benin**  History- Timeline  **LO: To understand when they lived and how they developed**   History  -Develop an increasingly secure knowledge of history, local British and the world.  -Record knowledge in a variety of ways, using dates and key terms appropriately. | | **The kingdom of Benin**  History- trade  Why is trade so important?- FLOORBOOK  History  *Give reasons why some events, people or developments are seen as more significant than others* | | **The kingdom of Benin**  **D&T / ART** | | **The kingdom of Benin**  **D&T/ ART** | |
| **RSHE** | **Module 2 Unit 1 Session 1**  **Module 2 Unit 2 Session 1** | **Module 2 Unit 2 Session 2**  **Module 2 Unit 2 Session 3** | | **Module 2 Unit 3 Session 1**  **Module 2 Unit 3 Session 2** | **Module 2 Unit 4 Session 1**  **Module 2 Unit 4 Session 2** | | **Module 2 Unit 4 Session 3**  **Module 2 Unit 4 Session 4** | | **Module 3 Unit 1 Session 1**  **Module 3 Unit 1 Session 2** | | **Module 3 Unit 2 Session 1** | |