



# Burnt Oak Junior School Medium Term Plan

Year: 5

Term: Summer 1

IPC Topic: The Holiday Show

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Phonics/ Spelling

Statutory word list

Homophones

Homophones

Words ending in –ant, –ance  
/–ancy, –ent, –ence /–ency

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/–ancy, –ent, –ence /–ency

Statutory word list

Reading

**The Explorer book and extracts**

- Retrieval
- Infer
- Predict
- Fact/ Opinion

**The Explorer book and extracts**

- Retrieval
- Infer

**PGL – 3 days**

**The Explorer book and extracts**

- Retrieval
- Infer
- Predict
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- Predict
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**The Explorer book and extracts**

- Retrieval
- Infer
- Predict
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English

**Writing Playscripts**

- Understand the organisational and presentational devices used in playscripts to guide the reader
- Write in the appropriate form
- . Convey character by what is said, how it is said and through actions
- Understand the varied levels of formality in different aspects of a playscript

**Writing Playscripts**

- Plan the scene of a playscript
- Write in the appropriate form. Understand the varied levels of formality in different aspects of a playscript.

**PGL – 3 days**

- Write in the appropriate form. Understand the varied levels of formality in different aspects of a playscript.
- Convey character by what is said, how it is said and through actions
- Edit for impact
- Perform their own composition using appropriate intonation, volume and movement.
- Evaluate writing against its intended purpose.

**Writing dialogue in narrative**

- Balance description and dialogue to help tell the story
- Demonstrate the difference between the language of speech and writing
- Write dialogue that is appropriate for the characters speaking
- Use expanded noun phrases to add detail. Use relative clauses to add information

**Writing dialogue in narrative**

- Understand the structure of a narrative. Plan a cohesive narrative, drawing on ideas from reading.
- Balance description and dialogue in the opening to a story.
- Convey character through dialogue
- Demonstrate the difference between the language of speech and writing

**Writing dialogue in narrative**

- Edit writing secretarially
- Move between the first and third person in dialogue and description
- Use relative clauses to add
- Edit writing for impact
- Evaluate writing against its intended purpose

Maths

**Statistics**

- Draw line graphs
- Read and interpret line graphs
- Read and interpret tables
- Two-way tables
- Read and interpret timetables

-End of unit assessment

**Shape**

- Understand and use degrees

PGL – 3 days

**Shape**

- Draw lines and angles accurately
- Calculate angles around a point
- Classify angles
- Estimate angles
- Measure angles up to 180°

**Shape**

- Calculate angles on a straight line
- Length and angles in shapes
- Regular and irregular polygons
- 3-D shapes

-End of unit assessment

**Position and direction**

- Read and plot coordinates
- Problem solving with coordinates
- Translation
- Translation with coordinates

-Line of symmetry

- Reflection in horizontal and vertical lines
- End of unit assessment
- Decimals**
- Use known facts to add and subtract decimals within 1
- Complements to 1

Science (IPC)

Geography (IPC)

Entry Point – Designing an app for a holiday company.

What are key differences in common holiday destinations?

Which country do I believe would make the best holiday

What are lines of longitude and latitude? (Task 2)  
What are the similarities and differences of weather and climate between 2 locations on either hemisphere? (Task 2)

What makes a good travel destination and why? (Task 3) (Research)

What would persuade a person to visit a certain location (Task 4)

What are the key features of a map of my local area? (Task 5)

What are the benefits and issues with global tourism? (Task 6)

Which global sites of importance are at risk due to tourism? (Task 7) (Research and review)

Travel should / should not continue at The Great Barrier

Exit point – create a poster advertising the holiday destination of your choice

	destination and why? (Task 1) (present)	<b>PGL – 3 days</b>	What is the scale of a map and how is it used? (Task 5)	Tourism – a global issue or a global success – discuss (Task 6)	(site of significance can change) Reef – Discuss and present (Task 7)	
<b>History (IPC)</b>						What historical locations are people keen to visit and why? (Task 1) (General research)
<b>Computing (IPC)</b>	Creating a paper-based database	Computer databases	Using a data base	Using search tools	Comparing data visually	Databases in real life
<b>RE</b>	What does the Shahada means to Muslims?	How do Muslims implement The Five Pillars of Islam in daily life?	What the importance of Hajj and Sawm in Islam?	What is the importance of the Holy Qur'an for Muslims?	What other sources of guidance are there for Muslims?	How does the architecture and activities of a mosque reflect Muslim beliefs?
<b>Design Technology</b>	<b>SPECIALIST TEACHING</b>					
<b>PSHE</b>	Identify a range of situations which involve loss and change.	To recognise emotions associated with loss and change, and understand how these themselves can change.	To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others.	To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways.	To reflect on their own experiences of change and how they have affected them.	To develop strategies for coping with future changes that they may experience.
<b>MFL</b>	To listen attentively to longer passages in French and improve my decoding skills.	PGL	To understand more of what I hear and read using story ordering to help me decode unknown language.	10 Olympic sports with the correct determiners.	How to say I do and I do not do a particular sport using the verb 'faire' (to do) in French.	That adjectives can change spelling in French depending on the gender of the object being described.
<b>PE</b>	<b>SPECIALIST TEACHING</b>					
<b>Music</b>	To create sounds and interpret a graphical score using our voices	To work with others to maintain an independent singing part	To understand line and space notes on graphic scores	To follow a graphic notated score to sing an independent part	To create a group performance following sheet music	To create a group performance of Hallelujah
<b>Art</b>	<b>SPECIALIST TEACHING</b>					