



# St Bede's Catholic Primary School and Nursery

## Year 5 Medium Term Plan

### Summer Term 2023~2024



RE		
<b>Summer Transformation</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• how feelings and beliefs about the use of transforming energy affects their behaviour and that of others;</li><li>• religious vocabulary to give reasons for religious actions and symbols connected with Pentecost;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• compare their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses;</li><li>• engage with and respond to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life;</li><li>• describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them;</li><li>• make links between scripture and God's gift of the Holy Spirit and forgiveness;</li></ul>
<b>Summer Freedom and Responsibility</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others;</li><li>• the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings;</li><li>• how feelings and beliefs in the laws God has given us affect their behaviour and that of others;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• compare their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer;</li><li>• engage and respond to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws;</li><li>• describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others;</li></ul>
<b>Summer Islam</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• that Ramadan is a special time for Muslims and is a time of fasting;</li><li>• how Eid ul Fitr is celebrated;</li><li>• that Muslims go on pilgrimage to Makkah;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• talk about comparing the fasting in Ramadan to fasting in Lent;</li><li>• talk about Eid ul Fitr and how this makes Muslims feel;</li><li>• discuss the signs and symbols of Muslim pilgrimage;</li></ul>
<b>Summer Stewardship</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• how beliefs and values affect our love and care of each other;</li><li>• how the call to be holy shapes life;</li><li>• reasons why Christians are concerned about the stewardship of creation;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others;</li><li>• compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth;</li></ul>



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		<ul style="list-style-type: none"><li>engage with and respond to questions of about care of creation in the light of religious teaching;</li></ul>
<b>RSE – Journey in Love</b>		
<b>Summer Journey in Love: God loves us in our changing and developing</b>	Children will know: <ul style="list-style-type: none"><li>the physical changes in boys and girls during puberty;</li><li>to respect the emotional changes in themselves and others;</li><li>to appreciate that there are different types of love;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>talk sensitively and ask questions about the physical and emotional changes happening in them;</li><li>recognise how to treat each other emotionally;</li><li>recognise that we should be joyful about different kinds of love;</li></ul>
<b>STEM ~ Science</b>		
<b>Summer 1 Earth and Space</b>	Children will know: <ul style="list-style-type: none"><li>the movement of the Earth in space;</li><li>characteristics of the planets in our solar system;</li><li>the idea of the Earth's rotation to explain day and night.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>identify scientific evidence that has been used to support or refute ideas;</li><li>use test results to make predictions to set up further comparative fair tests;</li><li>report and present findings from enquiries.</li></ul>
<b>Summer 2 Forces</b>	Children will know: <ul style="list-style-type: none"><li>how different forces act;</li><li>the impact of natural and applied forces;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>plan different types of scientific enquiries;</li><li>use test results to make predictions and set up comparative and fair tests;</li><li>present information using graphs and diagrams;</li><li>create models to represent an understanding of forces.</li></ul>
<b>History</b>		
<b>Summer 1 Journeys</b>	Children will know: <ul style="list-style-type: none"><li>journeys can be both a positive and negative experience for the traveller;</li><li>journeys can have an impact on a range of people;</li><li>a range of reasons why Walter Raleigh explored other lands;</li><li>a range of reasons why the Irish 3<sup>rd</sup> class passengers travelled on the Titanic;</li><li>the difference between a fact and an opinion;</li><li>why the Kindertransport took place;</li><li>why people travelled on the Empire Windrush;</li><li>a range of reasons why people are prepared to risk their lives making journeys;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>explain a range of reasons why people undertake journeys now, and why they did in the past;</li><li>use a range of sources to find out information about Walter Raleigh;</li><li>use a variety of sources to find out information about the journey of the Titanic;</li><li>use a range of sources to find out what life was like for children on the Kindertransport;</li><li>use a variety of sources to find out what life was like for passengers on the Empire Windrush;</li><li>give examples of the positive contributions to Britain made by refugees;</li></ul>



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	why there are a range of viewpoints about refugees in the UK;	
<b>Geography</b>		
<b>Summer 2 Journeys ~ Trade</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• several countries where their food and clothes originated;</li><li>• it is sometimes difficult to ascertain where raw materials and ingredients originate;</li><li>• that plants grow in particular climatic conditions;</li><li>• where in the world several different fruits originate;</li><li>• each type of fruit grows in a particular season;</li><li>• how cotton clothing is produced;</li><li>• what 'fair trade' means;</li><li>• there are various outcomes for items of clothing that are no longer wanted;</li><li>• there are advantages and disadvantages to both imported and locally produced products;</li><li>• there is no right or wrong regarding the issue of choosing imported or locally produced food;</li><li>• our shopping choices have an effect on the lives of others;</li><li>• the journey of how at least one product gets to their home, in detail;</li><li>• there are many routes that products can take before arriving at their home;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• use an atlas to accurately locate countries;</li><li>• locate several countries where their food and clothes originate;</li><li>• pose their own inquiry questions;</li><li>• plan and use a range of methods to collect evidence in answer to their geographical questions;</li><li>• explain their geographical learning in the form of a story;</li></ul>
<b>Art and Design</b>		
<b>Summer 1 Painting and Mixed Media: Portraits</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• artists use colour to create an atmosphere or to represent feelings in artwork;</li><li>• artists create pattern to add detail to art works;</li><li>• tone can help show the foreground and background in artwork;</li><li>• the definition of mixed media;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• draw a portrait using the continuous line method;</li><li>• use backgrounds to change the effect of a drawing;</li><li>• find the best position for a line drawing when copying it onto a background;</li><li>• use art vocabulary to describe similarities and differences between portraits;</li><li>• justify their opinion;</li><li>• select a medium to create a self-portrait that represents an aspect of their identity;</li></ul>
<b>Summer 2 Drawing: I Need Space</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• how popular culture can influence art and design;</li><li>• what retrofuturism means;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• discuss the effect of an image;</li><li>• suggest how a piece of art is created;</li><li>• use a range of processes to create a drawing;</li></ul>



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		<ul style="list-style-type: none"><li>choose and combine materials based on their texture;</li><li>create an effective printing plate that considers how they expect it to print;</li><li>record their ideas about the future using visual notes;</li><li>apply printing ink evenly;</li><li>apply pressure when printing;</li></ul>
<b>PE</b>		
Summer 1 <b>Gymnastics: Press and Go</b>	Children will know: <ul style="list-style-type: none"><li>'Press and Go' actions;</li><li></li></ul>	Children will be able to: <ul style="list-style-type: none"><li>create a sequence and flow between movement phrases;</li><li>develop a broad range of skills;</li><li>link actions to make sequences of movement;</li><li>understand how to improve and evaluate own success;</li><li>develop flexibility, strength, technique, control and balance.</li></ul>
Summer 2 <b>OAA Cooperation, Communication and Consideration</b>	Children will know: <ul style="list-style-type: none"><li>to use teamwork, trust, communication and solve problems;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>solve problems in small and large groups;</li><li>respond to different challenges and problem-solving tasks.</li></ul>
<b>French</b>		
Summer 1 <b>My Home</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds - É È E, EUX and EAU;</li><li>a description of where they live;</li><li>up to ten nouns (including the correct article for each) for the rooms of the house;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> say where they live, name the rooms in their house and say what they do/do not have;</li><li><b>listening:</b> listen to descriptions and identify key vocabulary;</li><li><b>reading:</b> begin to decode longer reading texts;</li><li><b>writing:</b> begin to complete longer written tasks; including writing an email;</li><li><b>grammar:</b> use first person singular of the verb 'to live', 'to have' also the negative "I do not have".</li></ul>
Summer 2 <b>Phonics (Lesson 4) and Olympics</b>	Children know: <ul style="list-style-type: none"><li>the phonic sounds - É È E, EUX and EAU;</li><li>key facts about the history of the Olympics and modern Olympic games;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li><b>speaking:</b> orally present accident and modern Olympic games;</li><li><b>listening:</b> complete a range of longer, more complex factual reading activities;</li></ul>



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	<ul style="list-style-type: none"><li>nouns in French for key sports in the current Olympic games;</li><li>to conjugate the irregular verb FAIRE; □</li><li>the concept of de la, de l' and du when you say you play a sport;</li><li>phonic sounds – QU, GNE, Ç, EN and AN.</li></ul>	<ul style="list-style-type: none"><li><b>reading:</b> read different exercises concerning the ancient and modern Olympics;</li><li><b>writing:</b> describe different Olympic sports;</li><li><b>grammar:</b> use the verb “to do” in conjunction with sports and the correct adjectival agreement when describing sports as someone’s profession.</li></ul>
<b>PSHE</b>		
Summer 1 <b>Healthy Me</b>	Children will know: <ul style="list-style-type: none"><li>healthy and unhealthy ways people use food and substances in their lives;</li><li>issues relating to body image, smoking and alcohol misuse;</li><li>potential health risks associated with body image, unhealthy relationships with food, smoking and alcohol misuse.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>say why their body is good the way it is;</li><li>have discussions around body-image and self-esteem;</li><li>summarise different ways that they respect and value their body;</li><li>consider the part that they play in maintaining their self-confidence.</li></ul>
Summer 2 <b>Relationships</b>	Children will know: <ul style="list-style-type: none"><li>basic rules on how to stay safe when using technology to communicate with friends;</li><li>different types of friendships and the feelings associated with them.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>justify why some people may use technology in ways that may be risky or harmful;</li><li>apply strategies to manage their feelings and the pressures they may face to use technology;</li><li>appraise different strategies that might help them and others stay safe online;</li><li>resist the pressures to use technology in risky or harmful ways.</li></ul>
<b>STEM ~ Computing</b>		
Summer 1 <b>iWeb</b>	Children will know: <ul style="list-style-type: none"><li>the world wide web is one of the services offered on the internet;</li><li>that the world wide web consists of many websites and web pages that can be accessed using the internet;</li><li>many people remix content to work on the world wide web;</li><li>that websites are written in HTML and gives the webpage structure.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>edit a webpage using images, text and styling;</li><li>read basic HTML code;</li><li>use research to create a website;</li><li>upload an image for insertion into a website;</li><li>develop and define digital content for a specific audience.</li></ul>
Summer 2 <b>iModel</b>	Children will know: <ul style="list-style-type: none"><li>the difference between 2D and 3D shapes;</li><li>graphical models can easily be changed;</li><li>digital content needs to be planned to take account of the intended audience.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use the basic building tools of graphical modelling software to build a simple 3D model;</li><li>make changes to graphical models;</li><li>combine shapes by grouping, connecting, repositioning and resizing to create a 3D model;</li></ul>



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		<ul style="list-style-type: none"><li>• identify improvements that could be made to a model;</li><li>• amend their models to improve them.</li></ul>
<b>STEM – Design and Technology</b>		
<b>Summer Waistcoats (Textiles)</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• it is important to design clothing with the client/target customer in mind;</li><li>• that using a template (or clothing pattern) helps to accurately mark out a design on fabric;</li><li>• the importance of consistently sized stitches;</li><li>• different decorative stitches;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• design a waistcoat in accordance with a specification and design criteria to fit a specific theme;</li><li>• annotate designs;</li><li>• use a template when pinning panels onto fabric;</li><li>• mark and cut fabric accurately, in accordance with a design;</li><li>• sew a strong running stitch;</li><li>• tie strong knots;</li><li>• decorate a waistcoat – attaching objects using thread and adding a secure fastening;</li><li>• evaluate work continually as it is created.</li></ul>
<b>Music</b>		
<b>Summer 1 Journeys</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• features of different traditions;</li><li>• different instruments used in different traditions;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• recognise the styles of different musical traditions;</li><li>• play different styles;</li><li>• create simple accompaniments using a range of rhythms including semi quavers;</li></ul>
<b>Summer 2 Pictures at an Exhibition: Expressive Composition</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• origins of Mussorgsky's work;</li><li>• the different uses of artwork, nature and literature to inspire musical composition;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• compose expressive and descriptive music using body percussion, vocal sounds and instruments;</li><li>• use musical vocabulary to describe music and compositional choices;</li><li>• read and create musical scores;</li><li>• appraise music using correct musical vocabulary;</li></ul>