

KS2 Summer Half-Term 1

Skills and Objectives MTP 2020-2021



Teachers: Mr Wainford and Mrs Paternoster

Year: 5

Theme: The Sky up above: A Space Odyssey

Big Question: What do we see when we stare up at the sky at night?

English

Reading

These objectives will be visible across the curriculum, not solely in English lessons.

Children will use the novel 'Cosmic' as their main stimulus for a range of reading and writing lessons. They will also read and respond to a range of non-fiction texts.

Word Reading

- ✓ Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

Being a Reader

- ✓ **Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books**
- ✓ Increase their familiarity with fiction genres including traditional stories
- ✓ Know a range of children's authors and poets
- ✓ Read for a range of purposes
- ✓ Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience
- ✓ Learn more complex poems by heart
- ✓ Use pertinent and technically specific vocabulary when talking about books
- ✓ Discuss a text confidently with others, responding to their ideas and challenging their views courteously

Reading Comprehension

- ✓ Check that the text makes sense to them and discuss their understanding
- ✓ Use imagination and empathy to explore a text beyond the page
- ✓ **Answer questions drawing on information from several places in the text**
- ✓ Predict what may happen using stated and implied details and a wider personal understanding of the world
- ✓ Summarise using an appropriate amount of detail as evidence
- ✓ Use evidence to both support and challenge conclusions drawn within and from a text
- ✓ Explain some choices an author has made in structuring and organising their text
- ✓ Identify how the choice of language contributes to meaning
- ✓ Identify, describe and compare writers' themes across a range of texts
- ✓ Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location

English

Writing

These objectives will be visible across the curriculum, not solely in English lessons.

Genre - Text Types

Writing to Entertain:

- ✓ Recount – Landing on Mars.

Writing to Persuade:

- ✓ Persuasion – Going to live in space.

Writing to Inform:

- ✓ Biography – Famous scientists associated with space.
- ✓ Scientific Report – into understanding of space.

Planning, Composing and Evaluating

- ✓ Develop ideas through reading and research
- ✓ Use a wide knowledge of text types, forms and styles to inform their writing
- ✓ **Plan and write for a clear purpose and audience**
- ✓ Choose a text form
- ✓ **Ensure that the content and style of writing accurately reflects the purpose**
- ✓ Borrow and adapt writers' techniques from book, screen and stage
- ✓ **Use a variety of sentence openers**
- ✓ **Carefully select words to create effects, sustain and develop ideas**
- ✓ Balance narrative writing between action, description and dialogue
- ✓ Select which parts of writing need to be developed in detail
- ✓ Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear
- ✓ Use stanzas to organise ideas around a theme in poetry
- ✓ Evaluate the work of others and suggest improvements
- ✓ **Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning**
- ✓ Proof-read for spelling and punctuation errors
- ✓ Ensure the consistent and correct use of tense through a longer piece of writing
- ✓ Change vocabulary and grammar to enhance effects and clarify meaning
- ✓ Select and use stylistic devices to enhance writing

Grammar, Punctuation and Vocabulary

- ✓ Use correct grammatical terminology when discussing their writing
- ✓ **Use commas to clarify meaning or avoid ambiguity**
- ✓ Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will
- ✓ Identify a modal adverb is e.g. perhaps, surely, obviously



Being a Researcher

- ✓ Detect bias and distinguish fact from opinion
- ✓ Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information
- ✓ **Be able to copy, quote and adapt source material**

- ✓ Use modal verbs and adverbs
- ✓ Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs
- ✓ Understand what parenthesis is
- ✓ Recognise and identify brackets and dashes
- ✓ Use brackets, dashes or commas for parenthesis
- ✓ Ensure correct subject verb agreement

Spelling

- ✓ **Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary**
- ✓ Investigate spelling patterns and conventions
- ✓ Use a thesaurus
- ✓ Use etymology to aid spelling
- ✓ Spell words with the prefix im-
- ✓ Spell words with the prefix pro-
- ✓ Spell words ending in -able and -ible
- ✓ Spell words ending in -ably and -ibly
- ✓ Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht
- ✓ Choose the correct spelling by using a visual strategy ('Does it look right?')

Handwriting and Presentation

- ✓ Increase the speed of handwriting without losing legibility
- ✓ Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning

Spoken Language

- ✓ Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener
- ✓ Use language fluidly to speculate, hypothesise, imagine and explore ideas
- ✓ Invent dialogue, gesture and movement to suit a character
- ✓ Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective
- ✓ Perform a published script experimenting with voice, gesture and staging

Science

Children will complete a range of investigations about space, The Earth and The Moon and will plan, carry out and report on their own enquiries.

- ✓ I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- ✓ I can describe the movement of the Moon relative to the Earth.
- ✓ I can describe the Sun, Earth and Moon as approximately spherical bodies.
- ✓ I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- ✓ I can present findings in written form, displays and other presentations.

Computing

Children will undertake basic commands in coding programmes; debug a programme and design and create their own game in a coding programme..

- ✓ I can explore procedures using repeat to achieve solutions to problems with Logo & a floor robot.
- ✓ I can talk about procedures as parts of a program.
- ✓ I can refine procedures to improve efficiency.
- ✓ I can use a variable to replace number of sides in a regular shape.
- ✓ I can explore instructions to control software or hardware with an input & using if... then... commands.

	<ul style="list-style-type: none"> ✓ I can use test results to make predictions to set up further comparative and fair tests. 		<ul style="list-style-type: none"> ✓ I can identify difficulties & articulate a solution for errors in a program.
History	<p><i>Children will study the lives of Edmund Halley and John Flamsteed looking at how they lived, their impact upon space research and exploration; the history of rocket design and space exploration.</i></p> <ul style="list-style-type: none"> ✓ I can study different aspects of different people - differences between men and women. ✓ I can examine causes and results of great events and the impact on people. ✓ I can use relevant terms and period labels. 	Geography	<p><i>Children will consider the impact of humans upon Earth overtime; studying and recording weather in Weeley and compare against over places on Earth and in the Solar System.</i></p> <ul style="list-style-type: none"> ✓ I can describe physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ✓ I can describe human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ✓ I can begin to use primary and secondary sources of evidence in their investigations. ✓ I can investigate places with more emphasis on the larger scale; contrasting and distant places. ✓ I can collect and record evidence unaided. ✓ I can identify significant places and environments.
RE		MfL: French	<p><i>This is the first year of learning French using a new French scheme so the whole school will be starting with the basics. For a detailed breakdown of progression of skills, see the St Andrew's curriculum document.</i></p> <p>Our School</p> <ul style="list-style-type: none"> ✓ I can read, listen and respond to vocabulary. ✓ I can ask/answer questions (in short phrases). ✓ I can express an opinion. ✓ I can listen to commands and follow instructions. ✓ I know the French for familiar places. ✓ I can ask and answer questions
PSHE/ Citizenship	<p><i>Children will learn about diversity in society and school. They will also learn about how some people are bullied due to their gender.</i></p> <p>PSHE & RSE</p> <p>Everyone is Different?</p> <ul style="list-style-type: none"> ✓ I can demonstrate active listening skills. ✓ I can describe and explain the benefits of living in a diverse society. ✓ I can identify the consequences of positive and negative behaviour. ✓ I can recognise that some people can be bullied because of the way they express their gender. (RSE Session) ✓ I can recognise that not everything I read on-line is true. (RSE Session) <p>British Values/Citizenship</p> <ul style="list-style-type: none"> ✓ I can describe and analyse the diversity of religion within GB but also recognise certain similarities. 	Art/DT	<p><i>Children will study and reproduce the work of Luděk Pešek, a space artist; create a piece of art work based upon mood and music and make a Moon phrase flipbook.</i></p> <ul style="list-style-type: none"> ✓ I can draw up a specification for their design. ✓ I can consider the effect of light on objects and people from different directions. ✓ I can interpret the texture of a surface. ✓ I can produce increasingly accurate drawings of people. ✓ I can understand the concept of perspective. ✓ I can create own abstract pattern to reflect personal experiences and expression.
PE	<p>Outdoor (1)</p> <p>Field Games – Cricket</p>	Music	<p><i>Children will use the BBC plus Charanga.</i></p>

	Outdoor (2) Track Games – Athletics		<ul style="list-style-type: none"> ✓ I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (sea shanties and pirate songs). ✓ I can find out about the history and relevance of sea shanties, plus the context of them.
Visits		Topic Days	Day 1 – Space Day Day 2 – Space Day

Useful websites and books to support learning at home

Mathematics

Times Table Rock Stars (TTRS) - <https://trockstars.com/>

Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>

English/Reading/Spelling

Inspiration for writing and reading - <https://www.onceuponapicture.co.uk/>

Listen to a story and follow along - <https://www.storynory.com/>

Books to read to support our topic

The Jamie Drake Equation - Christopher Edge

Dr Maggie's Grand Tour of the Solar System - Dr Maggie Aderin-Pocock

The Skies Above My Eyes - Charlotte Guillain & Yuval Zommer

George's Secret Key to the Universe - Lucy Hawking & Stephen Hawking

Curiosity: The Story of a Mars Rover - Markus Motum

Where Once We Stood - Christopher Riley & v Martin Impey

A Galaxy of Her Own: Amazing Stories of Women in Space - Libby Jackson

The War of the Worlds - H. G. Wells, Russell Punter & David Miles

Look Inside: Space - Rob Lloyd Jones and Benedetta Giaufret

French

<http://www.crickweb.co.uk/ks2french.html>

Topic

Science

<https://www.bbc.co.uk/bitesize/topics/zryyqcdm>

RE

Christianity <https://www.bbc.co.uk/bitesize/topics/ztkxpv4>

<https://www.prayingeachday.org/19subeducationsites.html>

Music

<https://www.outoftheark.co.uk/ootam-at-home/>

<https://www.singup.org/singupathome>

<https://www.bbc.co.uk/teach/ten-pieces/watch-this-do-this-weekly-activities/zjy3382>

Art

Origami <https://safeyoutube.net/w/PpJE>

<https://www.artforkidshub.com/>