KS2 Summer Half-Term 2
Skills and Objectives MTP 2020-2021

Teachers: Mr Wainford and Mrs Paternoster

Year: 5

Theme: Island Explorers: Finding your way

Big Question: In this modern age, why do we still explore places?

English

Reading

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

Children will use the novel 'Swallows and Amazons' 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.
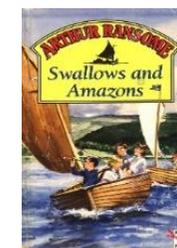
Genre - Text Types

Writing to Entertain:
- ✓ Pirate Poetry
- ✓ Narrative and setting descriptions

Writing to Inform:
- ✓ Biography – Famous scientists associated with space.
- ✓ Scientific Report – into understanding of space.

Writing to Persuade:
- ✓ Letter Writing
- ✓ Writing to Discuss:

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

	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 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 ✓ 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 study how animals and humans change over time; how reproduction happens in plants and animals.* ✓ I can present findings in written form, displays and other presentations.	Computing	*Programming - Coding* *Children will undertake basic commands in coding programmes; debug a programme and design and create their own game in a coding programme.*

	✓ I can take measurements, using a range of scientific equipment, with increasing accuracy and precision. ✓ I can describe the changes as humans develop to old age. ✓ I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ✓ I can describe the life process of reproduction in some plants and animals.		✓ I can explore procedures using repeat to achieve solutions to problems with Scratch. ✓ 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. ✓ I can identify difficulties & articulate a solution for errors in a program.
History	*Children will study the local area including the Hamford backwaters, Weeley and how the area has changed over time.* ✓ 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. ✓ I can compare life in early and late 'times' studied. ✓ I can compare an aspect of lie with the same aspect in another period.	**Geography**	*Children will locate and identify areas of the UK; use maps to explore the local area through fieldwork and the use of compasses; will undertake a geographical comparison in the UK of Dartmoor and Tendring.* ✓ **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**	*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.* **Telling the Time** ✓ I can recognise and repeat sounds and words with increasing accuracy. ✓ I can recognise, say and respond to a set of vocabulary. ✓ I can listen, read and respond to a set of vocabulary. ✓ I can speak in sentences using known vocabulary and grammar. ✓ I can use known language to present information about French festival dates. ✓ I can begin to conjugate the verb 'to be' for past and future tense.
PSHE/ Citizenship	*Children will learn about what makes them different and the changes they are/will be going through over their adolescent/teenage years. They will also learn about how their body feels.* **PSHE & RSE** *Everyone is Different?* ✓ I can identify strategies to deal with difficult situations. ✓ I can explain what happens during puberty (RSE lesson). ✓ I can describe how I can support myself during puberty (RSE lesson).	**Art/DT**	*Children will study and reproduce the work of David Hockney; create a raft at Birch Hall.* ✓ 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 understand the concept of perspective. ✓ I can use hue, tint, tone, shades and mood. ✓ I can explore the use of texture in colour. ✓ I can colour for purposes.

	✓ I can describe how I would feel if I was separated from someone or something I like. ✓ I can recognise how my body feels. **British Values/Citizenship** ✓ I can identify and explain the rich variety across GB.		
PE	**Outdoor (1)** Field Games – Athletics **Outdoor (2)** Track Games – Athletics/Cricket	**Music**	*Children will use the BBC plus Charanga.* ✓ 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	Birch Hall.	**Topic Days**	**Day 3** – Birch Hall visit **Day 4** – Field trip to Weeley to study land use and undertake sketching

Useful websites and books to support learning at home

Mathematics
Times Table Rock Stars (TTRS) - https://ttrockstars.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 Explorer by Katherine Rundell
Journey by Aaron Becker
The Polar Bear Explorers' Club by Alex Bell
Shackleton's Journey by William Grill
Dragon Rider – Cornelia Funke

French
http://www.crickweb.co.uk/ks2french.html

Topic
https://www.bbc.co.uk/teach/class-clips-video/ks2-explorers/zjh8bdm
https://www.ducksters.com/biography/explorers/

Science
https://www.bbc.co.uk/bitesize/topics/zryycdm

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/