**Medium Term Planning: Summer Term 2 2019**

**Year 5**

| **The topic for this term is:**  To trade or not to trade? | | | **The launch event for this topic will be:**  Customs and Excise station set up in classrooms. Children will be given the task of sorting a range of items and deciding whether the UK imports or exports them. | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:**  Year 5 Bread Bake Off – using their knowledge of fair trade ingredients learnt from Geography this term, along with their knowledge and skills acquired from DT, pupils will have the opportunity to work in teams to participate in the Year 5 Bread Bake Off.  School Council children will judge the overall winners based on taste and presentation! | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:**  This term, our visitor will link in with our school trip. The North West Big Bang STEM project will give the children the opportunity to talk to adults who currently work in a range of exciting fields such as Chemistry, Physics, Engineering, Computer Science and many more! | | | |
| **Class trip/workshop linked to the topic:**  Science Trip- Big Bang which links to Year 5 Science Curriculum. | | | | | **Other information:** | | | |
| **Wk commencing** | **05.06.19** | **10.06.19** | **17.06.19** | **24.06.19** | **01.07.19** | **08.07.19** | **15.07.19** | **22.07.19** |
| English | Grammar Focus | The Highway Man  (Poetry)  As part of the immersion process, children will summarise and analyse the poem, focusing on language features and the imagery this creates for the reader. | The Highway Man  (Poetry)  Continuing immersing children into the poem, we focused on comprehension skills and looking at the perfect and past tense of verbs. | Assessment Week | The Highway Man  (Poetry)  This week children will plan, draft and compose their own alternative ending to the Highway Man. | Narrative Writing – Fantasy  Children will explore a range of short stories by Shaun Tan through reading comprehensions. They will then look at particular features and begin to draft introductions to a fantasy story. | Narrative Writing- Fantasy  This week children will plan, draft and compose their own fantasy story. | Consolidation of Year 5 Grammar. |
| Mathematics | MEP | MEP | MEP | MEP | MEP | MEP | MEP | MEP |
| Science |  | **Animals including Humans**  - Identify and understand the changes in the adolescent human body during puberty.  -Recognise and identify those changes during puberty that are gender specific. | See RSE | See RSE | See RSE | **Animals including Humans**  Describe the changes as humans develop to old age. | **Animals including Humans**  Identify, order and explain the 6 key stages in a human life.  Create a human timeline diagram. |  |
| Geography |  | **What Do We Trade?**  To describe and explain the UK’s trade links with other countries. | **Who Do We Trade With?**  To explain the UK’s trade links with other countries.  To use maps to show the UK’s trade links with other countries. | **Trading with El Salvador**  To explain trade links between El Salvador and the UK. | **Fair Trade**  To explain the importance of fair trade. | **The Global Economy**  To explain the global supply chain. | **How Has Trading Changed?**  To explain how trading has changed through history. |  |
| Art / DT |  | DT Food Topic- Bread | DT Food Topic- Bread | DT Food Topic- Bread | DT Food Topic- Bread |  |  |  |
| Religious Education World Views |  | Religion- Christianity  Theme- Beliefs and Practices | Religion- Christianity  Theme- Beliefs and Practices | Religion- Christianity  Theme- Beliefs and Practices | Religion- Christianity  Theme- Beliefs and Practices | Religion- Christianity  Theme- Beliefs and Practices | Religion- Christianity  Theme- Beliefs and Practices |  |
| Computing |  | We are Cryptographers | We are Cryptographers | We are Cryptographers | We are Cryptographers | We are Cryptographers |  |  |
| Music |  | Reflect, rewind and replay | Reflect, rewind and replay | Reflect, rewind and replay | Reflect, rewind and replay | Reflect, rewind and replay | Reflect, rewind and replay |  |
| PE | Cricket/Athletics | Cricket/Athletics | Cricket/Athletics | Cricket/Athletics | Cricket/Athletics | Cricket/Athletics |  |  |
| PSHE/RSE |  |  | Puberty - Introduction | Puberty- Changes in male and female development | Puberty and Hygiene |  |  |  |
| MFL |  | Physical descriptions | Physical descriptions | Physical descriptions | Physical descriptions | Physical descriptions | Physical descriptions |  |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects   * This term we will be linking our geography unit (Trade) with our Design Technology unit (Baking)   The children will be learning about the ‘journey’ of the ingredients they will be using and gain an understanding of the importance of fair trade. The children will also get to use their drama, speaking and listening and technology skills as they record a ‘How To’ video for other children when making their own bread. |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool  Liverpool’s links to trade – past, present and future. |