Year 5
Spelling, English, Maths and Foundation Subjects
Medium Term Plan Summer 1 2026

<table>
<tr><th></th><th>Week 28</th><th>Week 29</th><th>Week 30</th><th>Week 31</th><th>Week 32</th></tr>
<tr><td>SPELLING</td><td>Words that are homophones or near homophones:
advice, advise, device, devise, licence, license, practice, practise</td><td>Words that are homophones:
allowed, aloud, altar, alter, ascent, assent, farther, father</td><td>Words that are homophones:
bridal, bridle, guessed, guest, heard, herd, passed, past</td><td>Words that are homophones or near homophones:
cereal, serial, complement, compliment, principal, principle, stationary, stationery</td><td>Words that are homophones or near homophones:
affect, effect, dessert, desert, precede, proceed, who’s, whose</td></tr>
<tr><td rowspan="3">ENGLISH</td><td colspan="5">Core text or inspiration: Shakespeare (inspired by The Harmony Shakespeare Festival – Hamlet and Guided Reading Macbeth) and Henry VIII (inspired by History – Tudors)</td></tr>
<tr><td colspan="5">Purposes for Writing: to entertain with narrative and dialogue focus (weeks 28-30) and then to explain through biography 31-32</td></tr>
<tr><td colspan="5"><table>
<tr><th>Vocabulary, Grammar and Punctuation</th><th>Composition Planning</th><th>Composition Drafting and Writing</th><th>Composition Evaluating and Editing</th></tr>
<tr><td>• Use spaces between words
• Use capital letters correctly
• Use full stops
• Use ? and !
• Use apostrophe ’ for possessive singular and use apostrophe ’ for possessive plural
• Use commas , for lists
• Use a comma , after fronted adverbials
• Use commas , for clarity
• Use commas , for relative clauses
• Use commas , for parenthesis</td><td>plan their writing using the Spotland Planning for Writing Framework by:
• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
• noting and developing initial ideas, drawing on reading and research to develop their ideas</td><td>• write for different purposes (inform, explain, persuade and entertain)
• select appropriate grammar and vocabulary, understanding how such choices can enhance meaning
• in narratives, describe settings, character and plot
• integrate dialogue to convey character
• précis longer passages
• build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns</td><td>• assess the effectiveness of their own and others’ writing
• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
• ensure the consistent and correct use of tense throughout a piece of writing
• ensure correct subject and verb agreement when using singular and plural
• distinguish between the language of speech and writing and choose the appropriate register</td></tr>
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	• Make sentences with different forms: statement, question, exclamation, demand • Use coordination to join clauses using and, or, but, so, yet • Use subordinating conjunctions for time / place / cause • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use fronted adverbials followed by a comma • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use modal verbs or adverbs to indicate degrees of possibility • Use regular noun and verb suffixes e.g. s, es, ed • Develop vocabulary, including through understanding of prefixes and suffixes un-, -ly, -ate, -ise or -ify • Use of the forms a or an according to whether the next word begins with a consonant or a vowel		• in non-narrative material, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	• proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

MATHS	Shape	Position and Direction	Decimals
	Step 1 Understand and use degrees **Step 2** Classify angles **Step 3** Estimate angles **Step 4** Measure angles up to 180° **Step 5** Draw lines and angles accurately **Step 6** Calculate angles around a point **Step 7** Calculate angles on a straight line **Step 8** Lengths and angles in shapes **Step 9** Regular and irregular polygons **Step 10** 3-D shapes	**Step 1** Read and plot coordinates **Step 2** Problem solving with coordinates **Step 3** Translation **Step 4** Translation with coordinates **Step 5** Lines of symmetry **Step 6** Reflection in horizontal and vertical lines	**Step 1** Use known facts to add and subtract decimals within 1 **Step 2** Complements to 1 **Step 3** Add and subtract decimals across 1 **Step 4** Add decimals with the same number of decimal places **Step 5** Subtract decimals with the same number of decimal places **Step 6** Add decimals with different numbers of decimal places

			Step 7 Subtract decimals with different numbers of decimal places **Step 8** Efficient strategies for adding and subtracting decimals **Step 9** Decimal sequences **Step 10** Multiply by 10, 100 and 1,000 **Step 11** Divide by 10, 100 and 1,000 **Step 12** Multiply and divide decimals - missing values

SCIENCE	**Unit:** **Forces and space (unbalanced forces)**					
	Gravity **L.O. Knowledge** • To describe gravity and its effects **L.O. Working scientifically** • To analyse data to write a conclusion	**Air resistance** **L.O. Knowledge** • To describe air resistance and its effects **L.O. Working scientifically** • To plan a fair test to investigate air resistance	**Water resistance** **L.O. Knowledge** • To describe water resistance and its effects **L.O. Working scientifically** • To design a results table	**Friction** **L.O. Knowledge** • To describe friction and its effects **L.O. Working scientifically** • To evaluate a method	**Levers, pulleys and gears (Part 1)** **L.O. Knowledge** • To describe the effects of levers, pulleys and simple machines on movement **L.O. Working scientifically** • To draw and label a diagram	**Levers, pulleys and gears (Part 2)** **L.O. Knowledge** • To describe the relationship between lever length and effort **L.O. Working scientifically** • To draw an accurate line graph
Outcomes	Pupils who are **secure** will be able to: • Describe gravity and its effects • Describe the relationship between mass and gravity • Describe air resistance and its effects • Describe friction and its effects • Describe water resistance and its effects • Describe the relationship between surface area and air and water resistance • Explain how to make an object aerodynamic or streamlined • Describe the effects of levers, pulleys and simple machines on movement When working scientifically, pupils who are **secure** will be able to: • Analyse predictions, data and anomalies to write a conclusion					

	• Plan a fair test to investigate air resistance • Write a method • Evaluate a method and judge the degree of trust • Design a results table • Calculate the mean average from repeat data • Draw and annotate a diagram • To draw an accurate line graph.
HISTORY	**Unit: What was life like in Tudor England?**

Henry VIII – fair ruler or tyrant? L.O. To interpret the character of Henry VIII using portraits and written sources	**Why did Henry VIII have so many wives?** L.O. To explore why Henry VIII had many wives using secondary sources	**Why was Anne Boleyn executed?** L.O. To make deductions about power and punishment using a range of sources	**How did Queen Elizabeth I use a royal progress?** L.O. To explore the use of propaganda by a Tudor monarch	**What can inventories tell us about life in Tudor times?** L.O. To make deductions about people in Tudor England using inventories	**What did John Blanke have in his inventory?** L.O. To create an inventory for a person from the Tudor times

Outcomes	Pupils who are **secure** will be able to: • Extract information about Henry VIII from portraits and written records • Justify their interpretation of Henry VIII using evidence from sources • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period • Make deductions from a range of sources about marriage, power and punishment • Identify primary and secondary sources, and begin to explore their reliability • Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I's Worcester Progress • Make deductions using inventories about the wealth and position of an ordinary Tudor person • Explain how inventories are useful to historians • Use their knowledge of inventories, to create a realistic Tudor inventory
G	**Unit:** Not taught this half term

Outco						
ART	**Unit: Sculpture and 3D: Interactive Installation**					
	What is installation art? L.O. To identify and compare features of art installations	**Space and scale** L.O. To investigate the effect of space and scale when creating 3D art	**Everyday amazing** L.O. To problem-solve when constructing 3D artworks	**Creative concepts** L.O. To plan an installation that communicates an idea	**Viewer experience** L.O. To apply their knowledge of installation art and develop ideas into a finished piece	
Outcomes	Pupils who are **secure** will be able to: • Group images together, explaining their choices • Answer questions about a chosen installation thoughtfully and generate their own questions • Show that they understand what installation art means • Justify their opinions of installation artworks • Evaluate their box designs, considering how they might appear as full-sized spaces • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space • Create an installation plan, model or space • Describe their creations and the changes they made as they worked • Describe how their space conveys a particular message or theme • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation • Show they have considered options for how to display their installation best e.g. lighting effects • Present information about their installation clearly in the chosen format • Justify choices made, explaining how they improve the viewer experience or make it interactive					

D.T.	**Unit: Not taught this half term**					
Outcome						
R.E.	**Unit: Not taught this half term**					
Outcome						
P	**Unit: Being my Best**					

	It all adds up!	Different skills	My school community	Independence and responsibility	Star qualities?	Basic first aid
Outcomes	Children will: • Know the basic functions of the four systems covered and know they are inter-related • Explain the function of at least one internal organ • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health • Identify their own strengths and talents • Identify areas that need improvement and describe strategies for achieving those improvements • State what is meant by community • Explain what being part of a school community means to them • Suggest ways of improving the school community • Identify people who are responsible for helping them stay healthy and safe • Identify ways that they can help these people • Describe 'star' qualities of celebrities as portrayed by the media • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life • Describe 'star' qualities that 'ordinary' people have • Learn how to make a clear and efficient call to emergency services if necessary • Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries					
MUSIC	**Unit: Musical spotlight: Freedom to Improvise** **Social Question: How Does Music Shape Our Way of Life?**					
	L.O. To learn to sing and play along with 'Look Into The Night'	L.O. To compose with 'Look Into The Night'	L.O. To learn to sing and play along with 'Breathe'	L.O. To improvise with the song 'Stay Connected'	L.O. To learn to sing 'Keeping Time'	L.O. To listen to 'The Lark Ascending' and other songs from the unit to sing, play, improvise or compose
Outco	• Find and keep a steady beat • Understand how pulse, rhythm and pitch work together • Listen and copy more complex rhythmic patterns, including triplets, aurally and visually • Copy back complex melodic patterns					

	• Talk about the emotions of a piece of music and my personal opinion • Identify the style, instruments, structure (including introduction and bridge) and theme of a song • Recognise major and minor tonalities and the sound of the pentatonic and Blues scales • Understand rap as a form of vocal delivery and describe three of its components • Rehearse, learn and sing songs with different simple and complex time signatures • Sing as part of a choir, in unison and in harmony, on pitch and in time • Sing expressively, with attention to breathing, phrasing, dynamics and articulation, following the leader • Discuss in depth how the song connects to the world and its relevant culture • Play a melody on a tuned instrument, with an ensemble or solo • Play accurately and practise playing to improve performance • Improvise sections of music which include structured phrases and improved melodic shape • Improvise using a wider range of dynamics and more complex rhythms • Compose music in response to a stimulus • Use a planned structure with composing • Use a variety of rhythms, dynamics and tempo directions in their composition • Use and understand the structure of a major and minor triad, the pentatonic scale, major and minor scales and a home note • Create a melody and explain its musical structure and shape, identifying melodic intervals and melodic steps • Create compositions with an awareness of the chords in the backing track • Perform solo, in a small group or as a class • Evaluate performances and discuss the strengths and weaknesses of their own performance
P.E.	**Unit: Rounders**

Batting and bowling	**Throwing and catching**	**Backstop and bases**	**Deep fielding**	**Tactics and strategy**	**Playing a competitive game**
L.O. To throw accurately and strike a ball	L.O. To throw overarm over different distances	L.O. To move with speed and space	L.O. To use movement and throwing skills	L.O. To develop understanding of game tactics	L.O. To take part in a competitive game

Outcome	Children will learn to: • bowl overarm • receive a ball moving at speed • throw accurately over different distances • strike a ball at different speeds • use the skills of movement in a variety of sports

	• change the speed and find space in a variety of sports • throw a variety of implements using a range of throwing techniques • take part in competitive games with a strong understanding of tactics and composition					
P.E.	**Unit: Athletics**					
	L.O. To understand the basics of sprinting and running technique	L.O. To develop pace and endurance for running	L.O. To learn a correct technique for throwing	L.O. To develop a correct technique for jumping vertically	L.O. To use correct arm and leg coordination to jump for distance	L.O. To apply all learnt skills to a competition
	Children will learn to: • select the most suitable pace for the distance and fitness level in order to maintain a sustained run • develop an effective technique for the standing vertical jump, including take-off and flight • throw a variety of implements using a range of throwing techniques • take part in competitive games with a strong understanding of tactics and composition					
FRENCH	**Unit: L'été : vêtements, nourriture et sport**					
	Les vêtements: L.O. To develop accurate pronunciation	**Les vêtements:** L.O. To relate patterns forming plurals in French and English	**Les fruits et légumes:** L.O. To use a bilingual dictionary	**Les fruits et les légumes:** L.O. To use adjective-noun agreement	**Les sports:** L.O. To apply known grammar to build sentences	**(after May half term) Les sports en France:** L.O. To understand French culture
Outcomes	Children meeting age-related standards will be able to: • engage in speaking and listening activities including tongue-twisters, rhymes and songs in French • recognise and respond to previously taught vocabulary to say how they are feeling • present short dialogues using familiar vocabulary to say how they are feeling • write simple words and phrases to say how they are feeling from memory • begin to use the correct article for taught sports vocabulary orally • develop accurate pronunciation for new clothing vocabulary					

	• learn to use common plural suffixes in French (-s, -aux) and relate these to English • translate fruit and vegetable vocabulary from English-French and French-English using a bilingual dictionary • compare describing in French and English, noting word order (noun-adjective) and agreement • describe fruits and vegetables using familiar colour adjectives, beginning to use feminine and plural forms as appropriate • recall previous learning to give opinions using *j'aime / je n'aime pas* • learn new vocabulary about sports, using cognates and patterns • use familiar sentence frames to build sentences giving opinions about sports • listen attentively and follow native speaker materials to learn about *Pétanque* • use key words and phrases (e.g. *bravo, lance la boule*) to support gameplay in *Pétanque*
COMPUTING	**Unit: Coding (continued from last half term) / Word processing**

Functions	**Datatypes**	**Code Comprehension and Debugging**	**Getting Started with Word**	**Editing and Formatting Text**
L.O. To understand what a function is and how functions work in code	L.O. To understand what datatypes are and how they are used when coding with variables	L.O. To read code, predict outcomes and identify and fix bugs	L.O. To format text in a new Word document and then save it with an appropriate filename	L.O. To learn how to edit text and apply more advanced formatting

Outcomes	Children can: • I can use the friction attribute within my code • I can create functions in code • I can use functions to make my programming more efficient • I can choose the appropriate number or string datatype when creating variables • I know some ways that text variables can be used in coding • To read code, predict outcomes and identify and fix bugs Children can: • To format text in a new Word document and then save it with an appropriate filename • I can use cut, copy and paste • I can select and edit text accurately • I can use bullet points and numbering