



Year 5

Spelling, English, Maths and Foundation Subjects  
Medium Term Plan Summer 2 2026

	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
<b>SPELLING</b>	<p><i>Words with hyphens</i> co-author, co-operate, co-ordinate, re-educate, re-energise, re-enter, re-evaluate, re-examine</p>	<p><i>UKS2 Statutory Words</i> afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate</p>	<p><i>Revision of previously taught rules and statutory words</i></p>	<p><i>Revision of previously taught rules and statutory words</i></p>	<p><i>Revision of previously taught rules and statutory words</i></p>	<p><i>Revision of previously taught rules and statutory words</i></p>
<b>ENGLISH</b>	<b>Core text or inspiration: biography – Shakespeare and Henry VIII / events and texts – character description in <i>Macbeth</i></b>					
	<b>Purposes for Writing: to explain and to entertain</b>					
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing
<ul style="list-style-type: none"> <li>• Use spaces between words</li> <li>• Use capital letters correctly</li> <li>• Use full stops</li> <li>• Use ? and !</li> <li>• Use apostrophe ' for possessive singular and use apostrophe ' for possessive plural</li> <li>• Use commas , for lists</li> <li>• Use a comma , after fronted adverbials</li> <li>• Use commas , for clarity</li> </ul>	<p>plan their writing using the Spotland Planning for Writing Framework by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading</li> </ul>		<ul style="list-style-type: none"> <li>• write for different purposes (inform, explain, persuade and entertain)</li> <li>• select appropriate grammar and vocabulary, understanding how such choices can enhance meaning</li> <li>• in narratives, describe settings, character and plot</li> <li>• integrate dialogue to convey character</li> </ul>		<ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use commas , for relative clauses</li> <li>• Use commas , for parenthesis</li> <li>• Make sentences with different forms: statement, question, exclamation, demand</li> <li>• Use coordination to join clauses using and, or, but, so, yet</li> <li>• Use subordinating conjunctions for time / place / cause</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Use fronted adverbials followed by a comma</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use regular noun and verb suffixes e.g. s, es, ed</li> <li>• Develop vocabulary, including through understanding of prefixes and suffixes un-, -ly, -ate, -ise or -ify</li> </ul> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p>and research to develop their ideas</p>	<ul style="list-style-type: none"> <li>• précis longer passages</li> <li>• build cohesion within and across paragraphs using conjunctions, adverbials of time and place, and pronouns</li> <li>• in non-narrative material, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<ul style="list-style-type: none"> <li>• ensure correct subject and verb agreement when using singular and plural,</li> <li>• distinguish between the language of speech and writing and choose the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
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N A	Decimals and Negative Numbers	Converting Units and Volume
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	<p>Step 1 Use known facts to add and subtract decimals within 1</p> <p>Step 2 Complements to 1</p> <p>Step 3 Add and subtract decimals across 1</p> <p>Step 4 Add decimals with the same number of decimal places</p> <p>Step 5 Subtract decimals with the same number of decimal places</p> <p>Step 6 Add decimals with different numbers of decimal places</p> <p>Step 7 Subtract decimals with different numbers of decimal places</p> <p>Step 8 Efficient strategies for adding and subtracting decimals</p> <p>Step 9 Decimal sequences</p> <p>Step 10 Multiply by 10, 100 and 1,000</p> <p>Step 11 Divide by 10, 100 and 1,000</p> <p>Step 12 Multiply and divide decimals – missing value</p> <p>Step 1 Understand negative numbers</p> <p>Step 2 Count through zero in 1s</p> <p>Step 3 Count through zero in multiples</p> <p>Step 4 Compare and order negative numbers</p> <p>Step 5 Find the differences</p>	<p>Step 1 Kilograms and kilometres</p> <p>Step 2 Millimetres and millilitres</p> <p>Step 3 Convert units of length</p> <p>Step 4 Convert between metric and imperial units</p> <p>Step 5 Convert units of time</p> <p>Step 6 Calculate with timetables</p> <p>Step 1 Cubic centimetres</p> <p>Step 2 Compare volume</p> <p>Step 3 Estimate volume</p> <p>Step 4 Estimate capacity</p>
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<b>SCIENCE</b>	<b>Unit: Animals: Human Timeline / Asteroid</b>					
	<p>Growing old</p> <p>Knowledge To describe how humans change from babies through to old age. Working scientifically To use a line graph to identify patterns in height and predict values.</p>	<p>Puberty</p> <p>Knowledge To identify changes in males and females as a result of puberty.</p>	<p>Human Gestation</p> <p>Knowledge To explore the gestation periods of humans and other animals.</p> <p>Working scientifically To plot data on a scatter graph.</p>	<p>Lesson 1: Investigating asteroid craters – Planning Knowledge To revise the units Earth and space and Life cycles and reproduction. Working scientifically To plan a comparative test.</p>	<p>Lesson 2: Investigating asteroid craters – Gathering data Knowledge To revise the units Unbalanced forces and Mixtures and separation. Working scientifically To gather and record data.</p>	<p>Lesson 3: Investigating asteroids – Analysing, concluding and evaluating Knowledge To revise the units Separating mixtures and Unbalanced forces. Working scientifically To conclude and evaluate the investigation.</p>

<b>Outcomes</b>	<p>Animals: Human Timeline</p> <p>Pupils who are secure will be able to:</p> <p>Order the stages in growth and development from birth to old age.</p> <p>Describe physical and developmental changes from a baby through to old age.</p> <p>Describe changes that occur in males and females during puberty.</p> <p>Suggest ways to manage the changes that occur during puberty.</p> <p>Recall what is meant by a gestation period.</p> <p>Describe how gestation varies across animals and compare this to humans.</p> <p>When working scientifically, pupils who are secure will be able to:</p> <p>Use data to describe growth from baby to adult.</p> <p>Identify where on the graph the rate of growth changes.</p> <p>Use a line graph to make predictions about height.</p> <p>Choose a suitable title and axes labels for the scatter graph and plot data on the scatter graph.</p> <p>Asteroids</p> <p>Pupils who are secure will be able to:</p> <p>Recall key knowledge from previous units.</p> <p>Apply knowledge in new contexts.</p> <p>When working scientifically, pupils who are secure will be able to:</p> <p>Carry out a full scientific enquiry.</p>
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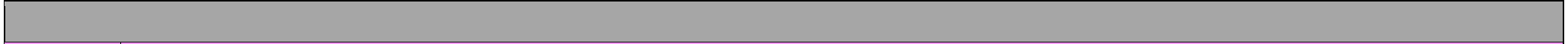
<b>HI STORY</b>	<b>Unit: not taught this half term</b>					
<b>Outcomes</b>						

<b>GEOGRAPHY</b>	<b>Unit: Would you like to live in a desert?</b>					
	L.O. -  Lesson 1: What is a hot desert biome? To summarise the characteristics of a desert biome.	L.O. -  Lesson 2: Where are deserts located? To locate and explore features of deserts.	L.O. -  Lesson 3: What physical features are found in a desert? To describe the physical features of a desert environment.	L.O. -  Lesson 4: How can people use deserts? To explain the different ways humans can use deserts.	L.O. -  Lesson 5: What are the threats to deserts? To describe some of the threats of desert environments.	L.O. -  Lesson 6: Would you like to live in the desert? To explore the similarities and differences between two physical environments.
<b>Outcomes</b>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Identify the lines of latitude where hot desert biomes are located.</li> <li>Describe the characteristics of a hot desert biome.</li> <li>Locate the largest deserts in each continent.</li> <li>Describe ways the Mojave Desert is used.</li> <li>Name and describe the physical features found in a desert.</li> <li>Identify how humans use the desert.</li> <li>Explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>Recognise that the Mojave Desert has a different time zone to the UK.</li> <li>Describe some of the threats to deserts.</li> <li>Give the benefits and drawbacks of living in a desert environment.</li> <li>Identify characteristics of two contrasting biomes and compare land use.</li> <li>Discussing if a desert environment is hospitable and why.</li> </ul>					

<b>ART</b>	<b>Unit: Craft and design - Architecture</b>					
	Lesson 1: Observational drawing – houses To apply observational drawing skills to interpret forms accurately.	Lesson 2: House monoprint To apply composition skills to develop a drawing into print.	Lesson 3: Be an architect To apply an understanding of architecture to design a building.	Lesson 4: Friedensreich Hundertwasser To extend design ideas through research and sketchbook use.	Lesson 5: Monument To explore and evaluate the intention of a design.	
<b>Outcomes</b>	<p>Pupils who are secure will be able to:</p> <p>Sketch a house from first-hand or second-hand observation.</p> <p>Use basic shapes to place key features and form the composition, measuring to work out proportions.</p> <p>Notice small details to incorporate into the drawing by observing.</p> <p>Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</p> <p>Follow steps to create a print with clear lines, with some smudging.</p> <p>Purposefully evaluate their work, demonstrating what went well and what could be improved.</p> <p>Create a building design based on a theme or set purpose.</p> <p>Draw a plan view or front elevation of their building, annotating the key features.</p> <p>Discuss Hundertwasser’s work and recognise his style.</p> <p>Create a factual presentation about Hundertwasser in a visually pleasing way.</p> <p>Show understanding of what a monument is for by designing a monument that symbolises a person or event.</p> <p>Describe their monument and explain their choices.</p> <p>Give constructive feedback to others about their monument designs.</p>					
<b>D.T.</b>	<b>Unit: Not taught this half term</b>					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -

Outcomes						
R.E.	<b>Unit: What does it mean to be a Muslim in Britain today?</b>					
	How many Muslims and how many mosques are there in Britain?	How might the five pillars affect the lives of Muslims today?	What is Zakah important to Muslims? How is charity important to you?	Why do Muslims go on pilgrimage?	Why do Muslims go on pilgrimage?	What does it mean to be a Muslim in Britain today?
Outcomes	<ul style="list-style-type: none"> <li>• Research to find how many mosques are in Britain</li> <li>• Explore the features of different mosque architecture / design in Britain and reflect on how they might affect worshippers</li> <li>• Recall the five pillars of Islam</li> <li>• Reflect on how following each pillar affects the lives of Muslims in Britain</li> <li>• Understand how Muslims in Britain observe Zakah through donations to their mosque, local charity, or international charities such as Islamic Relief</li> <li>• Reflect on a <i>hadith</i> about other actions that are charitable, such as sharing resources and giving time</li> <li>• Discuss the significance of the ZamZam well to pilgrims on <i>Hajj</i></li> <li>• Recognise each stage of the <i>Hajj</i> and consider the impact it has on pilgrims</li> <li>• Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</li> <li>• Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)</li> <li>• Make connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> </ul>					

	<ul style="list-style-type: none"> <li>Consider the value of e.g. submission, generosity, self-control and worship in the lives of Muslims today and suggest how these are valuable to everyone</li> <li>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</li> </ul>
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<b>PSHE</b>	<b>Unit: Growing and changing</b>					
	Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.	Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.	Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

<b>Outcomes</b>	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
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<b>MUSIC</b>	<b>Unit: Musical spotlight: Battle of the Bands!</b> <b>Social Question: How Does Music Connect Us with the Environment?</b>
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	<b>L.O. - To learn to sing and play along with 'You and Me'</b>	<b>L.O. – To compose with 'You and Me'</b>	<b>L.O. - To learn to sing and play along with 'A Bright Sunny Day'</b>	<b>L.O. – To improvise with the song 'A Bright Sunny Day'</b>	<b>L.O. – To learn to sing 'You Belong with Me'</b>	<b>L.O. - To listen to 'The Song of Hiawatha' and other songs from the unit to sing, play, improvise or compose</b>
<b>Outcomes</b>	<p>Find and keep a steady beat.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Listen and copy more complex rhythmic patterns, including triplets, aurally and visually.</p> <p>Copy back complex melodic patterns.</p> <p>Talk about the emotions of a piece of music and my personal opinion.</p> <p>Identify the style, instruments, structure (including introduction and bridge) and theme of a song.</p> <p>Recognise major and minor tonalities and the sound of the pentatonic and Blues scales.</p> <p>Understand rap as a form of vocal delivery and describe three of its components.</p> <p>Rehearse, learn and sing songs with different simple and complex time signatures.</p> <p>Sing as part of a choir, in unison and in harmony, on pitch and in time.</p> <p>Sing expressively, with attention to breathing, phrasing, dynamics and articulation, following the leader.</p> <p>Discuss in depth how the song connects to the world and its relevant culture.</p> <p>Play a melody on a tuned instrument, with an ensemble or solo.</p> <p>Play accurately and practise playing to improve performance.</p> <p>Improvise sections of music which include structured phrases and improved melodic shape.</p> <p>Improvise using a wider range of dynamics and more complex rhythms.</p> <p>Compose music in response to a stimulus.</p> <p>Use a planned structure with composing.</p> <p>Use a variety of rhythms, dynamics and tempo directions in their composition.</p> <p>Use and understand the structure of a major and minor triad, the pentatonic scale, major and minor scales and a home note.</p> <p>Create a melody and explain its musical structure and shape, identifying melodic intervals and melodic steps.</p> <p>Create compositions with an awareness of the chords in the backing track.</p> <p>Perform solo, in a small group or as a class.</p> <p>Evaluate performances and discuss the strengths and weaknesses of their own performance.</p>					
<b>P. E.</b>	<b>Unit: Rounders (continued from Summer 1)</b>					

	Batting and bowling <b>L.O. – To throw accurately and strike a ball</b>	Throwing and catching <b>L.O. – To throw overarm over different distances</b>	Backstop and bases <b>L.O. – To move with speed and space</b>	Deep fielding <b>L.O. – To use movement and throwing skills</b>	Tactics and strategy <b>L.O. – To develop understanding of game tactics</b>	Playing a competitive game <b>L.O. – To take part in a competitive game</b>
<b>Outcomes</b>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• bowl overarm</li> <li>• receive a ball moving at speed</li> <li>• throw accurately over different distances</li> <li>• strike a ball at different speeds</li> <li>• use the skills of movement in a variety of sports</li> <li>• change the speed and find space in a variety of sports</li> <li>• throw a variety of implements using a range of throwing techniques</li> <li>• take part in competitive games with a strong understanding of tactics and composition</li> </ul>					
<b>P.E. (outdoor)</b>	<b>Unit: Athletics (continued from Summer 1)</b>					
	<b>L.O. -</b> To understand the basics of sprinting and running technique	<b>L.O. –</b> To develop pace and endurance for running	<b>L.O. -</b> To learn a correct technique for throwing	<b>L.O. -</b> To develop a correct technique for jumping vertically	<b>L.O. -</b> To use correct arm and leg coordination to jump for distance	<b>L.O. -</b> To apply all learnt skills to a competition

	Children will learn to: <ul style="list-style-type: none"> <li>• select the most suitable pace for the distance and fitness level in order to maintain a sustained run</li> <li>• develop an effective technique for the standing vertical jump, including take-off and flight</li> <li>• throw a variety of implements using a range of throwing techniques</li> <li>• take part in competitive games with a strong understanding of tactics and composition</li> </ul>					
<b>FRENCH</b>	<b>Unit: not taught this half term</b>					
<b>Outcomes</b>						
<b>COMPUTING</b>	<b>Unit: Concept Maps / Word Processing / External Devices / Microbits (previously untaught strand - following Y3 lesson progression)</b>					
	<b>LO – Concept Maps 1&amp;2: Introduction to concept mapping and Using 2Connect</b>	<b>LO – Concept Maps 3&amp;4: Story Mode and Collaborative concept maps</b>	<b>LO - Using External Devices 1: Introducing Purple Chip</b>	<b>LO - Using External Devices 2: Operating a program using device movement and actions</b>	<b>LO – Microbits 1: Name badge</b>	<b>LO – Microbits 2: Beating heart</b>
<b>Outcomes</b>	Children can: <ul style="list-style-type: none"> <li>• Make connections between thoughts and ideas</li> <li>• See the importance of recording concept maps visually</li> <li>• Understand what is meant by ‘concept maps’, ‘stage’, ‘nodes’ and ‘connections’</li> <li>• Children can create a basic concept map</li> <li>• Use 2Connect story mode to create an informative text</li> <li>• Use 2Connect collaboratively to create a concept map</li> <li>• Use presentation mode to present their concept maps to an audience</li> </ul>					

Children can:

- Upload programs to Purple Chip
- Adapt code, test it using the emulator and then upload it to an external device
- Make a program that responds to an external device being tilted and shaken with visual effects and sounds

Children can:

- Explain that the micro:bit is a tiny computer
- Give the micro:bit instructions in code to make a new badge using the LED display output
- Create a micro:bit animation using a sequence of images in a loop
- Explain that the order or sequence of instructions is important