

**At Knights Enham Junior School we provide...**

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

**'Together We Achieve'**

## Year 5 Summer Medium Term Planning Overview



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Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	<b>Living Things and Their Habitats</b> I can label the reproductive parts of a plant. NC objective 2	<b>Living Things and Their Habitats</b> I can describe how some plants reproduce. NC objective 1	<b>Living Things and Their Habitats</b> I can describe the life cycles of amphibians and insects. NC objective 1	<b>Living Things and Their Habitats</b> I can describe the life cycles of birds and mammals. NC objective 1	<b>Living Things and Their Habitats</b> I can research the life cycle of ..... (kangaroo)	<b>Living Things and Their Habitats</b> I can describe the changes as humans develop to old age NC objective 3	
History							
RE	<b>Sacred - Inquire - I</b> can explain the meaning of Sacred	<b>Sacred - Contextualise -</b> I can explain how a Mosque is sacred to Muslims	<b>Sacred - Evaluate - I</b> can explain the importance, for Muslims, of the Mosque being sacred Assessment	<b>Sacred - Communicate - I</b> can explain what I think about sacred places	<b>Sacred - Apply - I</b> can explain how sacred places affect mine and others lives		
Computing	<b>E-safety:</b> An e-safety lesson appropriate for your class NC: objective 7	<b>Digital Literacy:</b> I can plan a storyboard NC: objective 6	<b>Digital Literacy:</b> I can write a script NC: objective 6	<b>Digital Literacy:</b> I can create props NC: objective 6	<b>Digital Literacy:</b> I can record a video NC: objective 6	<b>Digital Literacy:</b> I can edit a video NC: objective 6	
Art/DT	<b>Dali's Surrealism</b> I can discuss Dali's work NC objective 4	<b>Dali's Surrealism</b> I can sketch a surreal animal NC objective 2 NC objective 3	<b>Dali's Surrealism</b> I can practise wire-bending NC objective 3	<b>Dali's Surrealism</b> I can create my own animal sculpture NC objective 1 NC objective 3			
French	<b>O Clock and Half past</b> I can say and write a sentence to tell the time. NS Objective 4	<b>My Day</b> I can say and write at what times I do things. NS Objective 4	<b>What's on Television</b> I can answer a question about what's on TV. NS Objective 3	<b>Quarter Past and Quarter to</b> I can say and write a sentence to tell the time. NS Objective 4	<b>The School Day</b> I can understand the words for subjects and days. NS Objective 7	<b>A Maths Lesson on Time</b> I can take part in a maths lesson on counting and time. NS Objective 1	<b>What's the Time</b> Revision of unit NS Objective 1, 3, 4, 7
PSHE	<b>Being my best: <a href="#">It all adds up!</a></b> I can understand some of how our body works	<b>Being my best: <a href="#">Different skills</a></b> I can identify my strengths and what I need to work on	<b>Being my best: <a href="#">My school community (2)</a></b> I can identify benefits of the school community	<b>Being my best: <a href="#">Star qualities</a></b> I can recognise how the media can inaccurately portray people	<b>Being my best: <a href="#">Independence and responsibility</a></b>	<b>Being my best: <a href="#">Basic first aid, including Sepsis Awareness</a></b> I can do some basic first aid SCARF 11, SCARF 12	

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	and how we can look after it SCARF 11, SCARF 12	SCARF 11, SCARF 12	and ways we could improve it SCARF 11, SCARF 12	SCARF 11, SCARF 12	I can know who helps me stay safe and how I help them to do this SCARF 11, SCARF 12		
PE	<b>Outdoor – Rugby</b> I can develop spatial awareness in game play situations. NC: Objective 1  <b>Volleyball</b> To be able to play and score a game.	<b>Outdoor – Rugby</b> I can throw and catch a rugby ball NC: Objective 1  <b>Volleyball</b> To introduce high & low contact points (using 'ready to catch' exercises).	<b>Outdoor - Rugby</b> I can follow the rules of a tag game. To be able to throw and catch a rugby ball NC: Objective 1 NC: Objective 2  <b>Volleyball</b> To introduce the 'fast catch' VOLLEY Opportunity for reciprocal teaching. Demonstrate the 'grip'	<b>Outdoor – Rugby</b> I can develop an understanding of attacking/ defending. NC: Objective 1 NC: Objective 2  <b>Volleyball</b> To develop the VOLLEY pass and pre-contact movement	<b>Outdoor – Rugby</b> I can pass a rugby ball. NC: Objective 1 NC: Objective 2  <b>Volleyball</b> Suggest a JUMP VOLLEY from within the attack zone.	<b>Outdoor – Rugby</b> I can apply a variety of skills to a game situation. NC: Objective 1 NC: Objective 2  <b>Volleyball</b> Making the link to develop the link between 2 players on a wide court  To play games	
Music	Listen 2 Me - Recorders	Listen 2 Me - Recorders	Listen 2 Me – Recorders	Listen 2 Me – Recorders	Listen 2 Me – Recorders	Listen 2 Me - Recorders	
Collective Worship	Summer Term	St George's Day	Walk to School Week	Knights' Way	Respect	Resilient	Knights' Way

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	<b>Earth and Space</b> I can describe the Sun, Earth and Moon as approximately spherical bodies NC objective 12	<b>Earth and Space</b> Winchester Science Centre visit including the planetarium	<b>Earth and Space</b> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system NC objective 10	<b>Earth and Space</b> 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 NC objective 13	<b>Earth and Space</b> I can explain the movement of the moon. NC objective 11	<b>Earth and Space</b> Review knowledge grids	
RE	<b>Creation - Inquire</b> - I can explain the concept of Creation	<b>Creation - Contextualise</b> - I can explain how different cultures and religions express their ideas about creation	<b>Creation - Evaluate</b> - I can explain the importance, for Christians, of the creation story	<b>Creation - Communicate</b> - I can explain what I think about creation	<b>Creation - Apply</b> - I can explain how creation affects mine and others lives		

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<b>Computing</b>							
<b>Art/DT</b>	<b>Space Buggy</b> I can design a space buggy NC: objective, 'design' 1,2	<b>Space Buggy</b> I can build an axel NC: objective, 'technical knowledge', 8,9	<b>Space Buggy</b> I can build my design NC: objective, 'make', 3,4	<b>Space Buggy</b> I can build my design NC: objective, 'make', 3,4	<b>Space Buggy</b> I can test my space buggy NC: objective, 'evaluate', 6		
<b>French</b>	<b>The Seasons</b> I can say ils sont in a sentence. NS Objective 10 & 12	<b>The Weather</b> I can state what the weather is like. NS Objective 4 & 6	<b>Weather Around the World</b> I can say whether countries are masculine or feminine NS Objective 12	<b>Holidays</b> I can say where and how I am going on holiday. NS Objective 4 & 12	<b>Sports</b> I can answer questions about sports. NS Objective 3	<b>Hobbies</b> I can answer questions about hobbies. NS Objective 3	<b>Holidays and Hobbies</b> Revision of unit NS Objective 3, 4, 6, 10, 12
<b>PSHE</b>	<b>Growing and changing: <u>How are they feeling?</u></b> I can identify how I am feeling and explain strategies I can use to build my resilience SCARF 13, SCARF 14, SCARF 15	<b>Growing and changing: <u>Taking notice of our feelings</u></b> I can describe strategies for dealing with situations where I feel uncomfortable SCARF 13, SCARF 14, SCARF 15	<b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15	<b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15  <b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15  <b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15	<b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15  <b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15  <b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15	<b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15  <b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15	<b>Growing and changing: <u>Dear Ash</u></b> I can explain the difference between a safe and an unsafe secret SCARF 13, SCARF 14, SCARF 15
<b>PE</b>	<b>Tennis</b> To improve catching skills.  <b>Athletics</b> To Run with rhythm and coordination over obstacles	<b>Tennis</b> To improve coordination.  <b>Athletics</b> To Jump for distance from two feet to two feet	<b>Tennis</b> To apply forehand and backhand strikes,  <b>Athletics</b> To Run with rhythm and coordination over obstacles	<b>Tennis</b> To develop control and balance.  <b>Athletics</b> To Send and retrieve implements. Knowledge and understanding of applying sending skill with different weight and shape.	<b>Tennis</b> To apply principles of attacking and defending  <b>Athletics</b> To combine jumps, Hop,step,jump	<b>Tennis</b> To be able to apply skills and play in a tennis match.  <b>Athletics</b> Level 1 competition House Teams  Use any of the activities and set in a competitive setting.  Learners to compete in teams scoring points.	

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<b>Collective Worship</b>	Summer Term	Clean Air Challenge	Collaborative	Sports Week	Nurturing	Independent	Celebrations