

West Bridgford Junior School  
 Year 5 Summer Term 1 2025-2026  
 Medium Term Plan



**Topic: Rainforest Unwrapped**

Writing

Week 1 13.4.26	Week 2 20.4.26	Week 3 27.4.26	Week 4 4.5.26	Week 5 11.5.26	Week 6 18.5.26
	PPA		PPA Assessment week	Assessment week	Visit to WBS (May 18 <sup>th</sup> pm) Health and Sport Week Maths Day?
<p><b>Publishing Greek Myth</b> WALT proof-read for spelling and punctuations errors</p> <p>WALT assess the effectiveness of our own writing</p>	<p><b>Poetry Anthology</b> <b>Into the Waves</b> Writing moderation activity</p> <p><b>Grammar</b> WALT use apostrophes for omission WALT recognise a statement, command, question and exclamation</p> <p>WALT use literary features to create effect (language choices, alliteration, onomatopoeia)</p> <p>Free Verse Poetry- focus on the Rainforest based on Chapter 2 'The Green Dark</p> <p>Repetitive poetry (Cloud Busting)</p>	<p><b>Poetry Anthology</b> <b>Grammar</b> WALT use the present perfect form WALT punctuate direct speech</p> <p>WALT use literary features to create effect (metaphors, personification)</p> <p>Free Verse Poetry- focus on the Rainforest using metaphors and animals that live in the rainforest.</p>	<p><b>Adventure Story</b> <b>Grammar</b> WALT use apostrophe for possession (singular and plural) WALT recognise expanded noun phrases</p> <p>WALT describe settings, characters and atmosphere</p> <p><b>3 -ed sentence</b> <b>2 adjective sentence</b></p> <p>Writing description To prepare for adventure stories. Ad, same ad sentence</p>	<p><b>Adventure Story</b> <b>Grammar</b> WALT recognise and use determiners WALT recognise and use modal verbs</p> <p>WALT incorporate direct speech to convey character and advance the action</p> <p><b>Single, single, single + what sentence</b> <b>Verb person sentence</b></p> <p>Plan story Setting Description Climax</p>	<p><b>Adventure Story</b> <b>Grammar</b> WALT use brackets, dashes and commas to indicate parenthesis WALT to the progressive tense form</p> <p>WALT use a wide range of devices to build cohesion within and across paragraphs</p> <p>WALT assess the effectiveness of their own and other's writing</p> <p><b>3 bad dash – question sentence</b></p>

West Bridgford Junior School  
 Year 5 Summer Term 1 2025-2026  
 Medium Term Plan



Reading	<p><b>The Explorer by Katherine Rundell</b>  <b>Chapters 1 &amp; 2 (Flight &amp; Green Dark)</b>            WALT: Read aloud with pace, fluency and expression            WALT: Retrieve, record and present information</p>	<p><b>The Explorer by Katherine Rundell</b>  <b>Chapter 3 (The Den)</b>            WALT: Read aloud with pace, fluency and expression            WALT: Retrieve, record and present information            WALT: Draw inferences about characters' feelings, thoughts and motives, justifying these with evidence.  <b>Chapter 4 (The River)</b>            WALT: Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader.</p>	<p><b>The Explorer by Katherine Rundell</b>  <b>Chapter 5 (Food)</b>            WALT: Read aloud with pace, fluency and expression            WALT: Retrieve, record and present information            WALT: Draw inferences about characters' feelings, thoughts and motives, justifying these with evidence.  <b>Chapter 6 (Fire)</b>            WALT: Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader.</p>	<p><b>The Explorer by Katherine Rundell</b>  <b>Chapter 7 (The Raft)</b>            WALT: Read aloud with pace, fluency and expression            WALT: Explain a character's motives throughout a text.  <b>Chapter 8 (Maiden Voyage)</b>            WALT: Make some predictions based on details that have been implied within the text.            WALT: Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader.</p>	<p><b>The Explorer by Katherine Rundell</b>  <b>Chapter 9 (Sardines)</b>            WALT: Read aloud with pace, fluency and expression            WALT: Retrieve, record and present information  <b>Chapter 10 (Abacaxi)</b>            WALT: Use context clues in the text to suggest what new vocabulary might mean.            WALT: Summarise the main ideas, referring back to the text to support or clarify.</p>	<p><b>The Explorer by Katherine Rundell</b>  <b>Chapter 11 (The Monkeys and The Bees)</b>            WALT: Read aloud with pace, fluency and expression            WALT: Discuss and evaluate how the writer's language choices contribute to the overall effect on the reader.  <b>Chapter 12 (Con)</b>            WALT: Draw inferences about characters' feelings, thoughts and motives, justifying these with evidence.            WALT: Make predictions based on details stated within the text, using evidence to support their viewpoint.</p>
Maths	<p><b>Geometry - Shape</b>            WALT: understand and use degrees.            WALT: classify angles.            WALT: estimate angles.            WALT: measure angles up to 180'.</p>	<p><b>Geometry - Shape</b>            WALT: draw lines and angles accurately.            WALT: calculate angles around a point.            WALT: calculate angles on a straight line.  <b>PPA:</b> Converting units of measure: kilograms and kilometres</p>	<p><b>Geometry - Shape</b>            WALT: calculate lengths and angles in shapes.            WAL: about regular and irregular polygons.            WAL: about 3-D shapes.</p>	<p><b>Geometry – Position &amp; Direction</b>            WALT: read and plot coordinates.            WALT: solve problems using coordinates.            WAL: about translation.  <b>PPA:</b> Converting units of measure: millilitres and millimetres</p>	<p><b>Geometry – Position &amp; Direction</b>            WALT: translate with coordinates.            WAL: about lines of symmetry            WAL: about reflection in horizontal and vertical lines.</p>	<p><b>Decimals</b>            WALT: add and subtract decimals within 1.            WAL: about complements to 1.            WALT: add and subtract decimals across 1.  <b>PPA:</b> : Converting units of measure: units of length</p>
Computing	<p><b>Vector drawing</b>            WALT: identify that drawing tools can be used to produce different outcomes.</p>	<p><b>Vector drawing</b>            WALT: use tools to achieve a desired effect.</p>	<p><b>Vector drawing</b>            WALT: create a vector drawing by combining shapes.</p>	<p><b>Vector drawing</b>            WALT: recognise that vector drawings consist of layers.</p>	<p><b>Vector drawing</b>            WALT: group objects to make them easier to work with.</p>	<p><b>Vector drawing</b>            WALT: apply what I have learned about vector drawings.</p>

West Bridgford Junior School  
 Year 5 Summer Term 1 2025-2026  
 Medium Term Plan



Geography	<p><b>What is a rainforest?</b></p> <p>How does it compare to different climate biomes across the world?</p> <p><b>What is the structure of the rainforest?</b> The layers of the rainforest</p>	<p><b>Where are the Rainforests?</b> Location of the rainforests in S America.</p> <p><b>What countries are in S America?</b> Identify countries on maps and atlases Locate countries in South America using an atlas and an 8-point compass.</p> <p><b>What is Longitude &amp; Latitude and how can we use it?</b> Reading degrees of longitude and latitude of countries in S. America</p>	<p><b>How can we use maps to show patterns in population, rainfall and temperature?</b> Creating a climate map based on rainfall Compare rainfall with UK</p> <p><b>Is the climate of South America all the same?</b> Climate variety in South America Deserts Use Aerial photo</p>	<p><b>How does the Rainforest compare to UK Woodland?</b> Use diagrams and explanations to highlight the differences between rainforest and woodland</p>	<p><b>What is the city of Rio like? How does it compare to Nottingham?</b> Find out about land use patterns and industry in Brazil.</p>	<p><b>Who lives in the Amazon region? How do they use the rainforest?</b> Find out about the tribes of the Amazon and how they use the rainforest to survive.</p>
DT	<p><b>Ancient Greek Cuisine - Design and make bread</b></p> <p>WALT appreciate a key figure in Greek baking - Giorgos Hatziparaskos</p> <p>WALT investigate the seasonality of food in relation to Greek culture.</p>	<p><b>Ancient Greek Cuisine - Design and make bread</b></p> <p>WALT to research and evaluate to inform plans and ideas.</p>	<p><b>Ancient Greek Cuisine- Design and make bread</b></p> <p>WALT design a product following a specific design criteria.</p> <p>WAL that recipes can be adapted to change the appearance, texture, taste and aroma.</p>	<p><b>Ancient Greek Cuisine- Design and make bread</b></p> <p>WALT be both hygienic and safe when working with food.</p> <p>WAL how to prepare food by using a range of techniques. <i>(such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking)</i></p>	<p><b>Ancient Greek Cuisine- Design and make bread</b></p> <p>WALT effectively evaluate a food product.</p> <p><i>(Have you met the design criteria? How? / A sensory evaluation – appearance, aroma, taste, texture / Use the evaluation to suggest refinements)</i></p>	

West Bridgford Junior School  
 Year 5 Summer Term 1 2025-2026  
 Medium Term Plan



RE	<p><b>Enquiry Questions: How do people's beliefs about God, the world and others have impact on their lives?</b></p> <p>Muslim beliefs about Allah</p>	<p><b>Enquiry Questions: How do people's beliefs about God, the world and others have impact on their lives?</b></p> <p>Hindu beliefs about Brahman</p>	<p><b>Enquiry Questions: How do people's beliefs about God, the world and others have impact on their lives?</b></p> <p>The 5 Pillars of Islam</p>	<p><b>Enquiry Questions: How do people's beliefs about God, the world and others have impact on their lives?</b></p> <p>Hindu principles (Dharma, Karma, Moksha)</p>	<p><b>Enquiry Questions: How do people's beliefs about God, the world and others have impact on their lives?</b></p> <p>Important aspects of Islam (<u>akhlaq</u>) and Hinduism (<u>ahimsa</u>)</p>	
PE	<p><b>Class 7 and 9 – Tennis</b> 6.Matches and scoring</p> <p><b>Class 8 – Swimming</b> WAL life saving techniques when someone has fallen in to a body of water</p> <p><b>Rounders</b> WAL about the concept of rounders and consolidating previous experience</p>	<p><b>Class 7 and 9 – Tennis</b> 7.Matches and scoring</p> <p><b>Class 8 – Swimming</b></p> <p><b>Rounders</b> WALT develop fielding tactics to maximise players</p>	<p><b>Class 9 – Cricket</b> WALT refine batting skills, understand and practice batting skills</p> <p><b>Class 8 – Tennis</b> WALT be in a ready position for forehand and backhand</p> <p><b>Class 7 – Swimming</b></p> <p><b>Rounders</b> WAL what happens if the batter misses the ball</p>	<p><b>Class 9 – Cricket</b> WALT refine bowling skills, understand and practice bowling skills</p> <p><b>Class 8 – Tennis</b> WALT: use forehand and backhand controlling direction of the ball</p> <p><b>Class 7 – Swimming</b></p> <p><b>Rounders</b> WALT refine fielding tactics: what players where?</p>	<p><b>Class 9 – Cricket</b> WALT refine fielding, stopping catching and throwing</p> <p><b>Class 8 – Tennis</b> WALT: move between forehand and backhand</p> <p><b>Class 7 – Swimming</b></p> <p><b>Rounders</b> WALT apply tactic in games (best players in the different positions)</p>	<p><b>Class 9 – Cricket</b> WALT combine fielding and batting skills</p> <p><b>Class 8 – Tennis</b> WALT: play a volley shot</p> <p><b>Class 7 – Swimming</b></p> <p><b>Rounders</b> Tournament to apply all of the skills that have been learned.</p>
Music	<p><b>Song Writing</b> Identify the structure of a song and analyse the song lyrics to appreciate the role of metaphor</p>	<p>Write the lyrics of a hook. Create a tune for your hook.</p> <p>Be able to understand and recognise ternary form (AB-A).</p> <p>Be able to play and use the pentatonic scale. Song writing</p>	<p><b>Glockenspiel</b> WALT: introduce notation minim crotchet DEF &amp; 3 notes DEF – play along</p>	<p><b>Glockenspiel</b> WALT: read and apply notation including rests and improvisation</p>	<p><b>Glockenspiel</b> WALT: read and apply notation semibreve rests</p>	<p><b>Glockenspiel</b> WALT: read and apply notation semibreve rests and duets</p>

West Bridgford Junior School  
 Year 5 Summer Term 1 2025-2026  
 Medium Term Plan



French	WALT: express the weather in the north, south, east, west of France?	WALT: describe weather on days of the week, mornings and afternoons.	WALT: plan a weather report	Habitats: vocabulary for different habitats	Habitats: What plants and animals need to survive	Habitats: Features of habitats
PSHE	<b>Anti – racism unit</b> WAL: about strategies to challenge stereotypes	<b>Anti – racism unit</b> WAL: about living in a community	WALT know and understand the terms democracy, sovereignty, dictatorship, government and monarchy	<b>Extremism and radicalisation:</b> To recognise the features of extremism. To identify how and why people are recruited into extremist activity	<b>Physical, emotional and mental:</b> To know about the basic synergy between physical, emotional and mental health	<b>Physical, emotional and mental:</b> To know about the basic synergy between physical, emotional and mental health