



Topic: Rainforest Unwrapped

| | Week 1 1.6.26 | Week 2 - PPA 8.6.26 | Week 3 15.6.26 | Week 4 - PPA 22.6.26 | Week 5 29.6.26 | Week 6 - PPA 6.7.25 | Week 7 13.7.25 | Week 8 20.7.25 |
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| | 1/6/26 – wellbeing activities | 9/6/26 – class photos 11/6/26 – Class 7 assembly | | Assessment Week 1 23/6/26 – Y5/6 sports day 26/6/26 – Summer Fair | Assessment Week 2 29/6/26 – Y2/5 Buddying pm | 8/7/26 - transition morning and parents' info evening | 14/7/26 – Zoolab 16/7/26 – visit to WBS am | 22/7/26 – Rock Steady concert 24/7/26 – Y6 leavers |
| Writing | <p>Discussion Text</p> <p>WALT note and develop initial ideas, drawing on reading and research (palm oil and tribes of the Amazon)</p> | <p>Discussion Text</p> <p>WALT use subordinating conjunctions (causal)</p> <p>WALT use brackets, dashes and commas for parenthesis</p> | <p>Discussion Text</p> <p>WALT identify the audience for and purpose of the writing (discussion)</p> <p>WALT vary length and word order to sustain interest</p> <p>WALT to show confident and established voice (formal and informal tone)</p> <p>Ad, same ad sentence</p> <p>Single single single what sentence</p> | <p>Assessment week</p> <p>- Reading - Grammar and punctuation - Spelling</p> | <p>Discussion text</p> <p>WALT use a wide range of devices to build cohesion across paragraphs (expanding on a point)</p> <p>WALT use similar writing as a model for our own</p> <p>(writing the introduction and paragraph 1)</p> | <p>Discussion Text</p> <p>WALT use a wide range of devices to build cohesion across paragraphs (expanding on a point)</p> <p>WALT use similar writing as a model for our own</p> <p>(continue writing paragraph 2, 3 and conclusion)</p> | <p>Free write project</p> <p>The children will undertake a free writing project in order that they can apply skills they have learned to a style of writing and topic of their choosing.</p> | <p>Free write project</p> <p>The children will undertake a free writing project in order that they can apply skills they have learned to a style of writing and topic of their choosing.</p> |

West Bridgford Junior School
 Year 5 Summer 2 2025 - 2026
 Medium Term Plan



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| Reading | <p>The Explorer</p> <p>WALT scan a text to find answers to questions, rereading the appropriate section to ensure accuracy</p> | <p>The Explorer</p> <p>Texts relating to the tribes of the Amazon</p> <p>WALT scan a text to find answers to questions, rereading the appropriate section to ensure accuracy</p> <p>WALT explain and discuss our understanding of what we have just read, providing justifications for their views</p> | <p>The Explorer</p> <p>WALT read aloud with pace, fluency and expression</p> <p>WALT distinguish between fact and opinion</p> | <p>The Explorer</p> <p>Reading assessment booklet</p> <p>Attempting all VIPERS skills to complete reading assessment</p> | <p>The Explorer</p> <p>Model discussion texts</p> <p>WALT use knowledge of synonyms and word families to suggest meaning of new vocab</p> <p>WALT compare and discuss texts to discover how they are similar and how they are different</p> | <p>The Explorer</p> <p>WALT retrieve, record and present information from fiction and non-fiction</p> <p>WALT to discuss and evaluate how the writer's language choices contribute to the effect on the reader</p> | <p>The Explorer</p> <p>WALT recommend books that they have read to their peers, giving reasons for their choices (in preparation for a summer of reading)</p> | <p>The Explorer</p> <p>WALT recommend books that they have read to their peers, giving reasons for their choices (in preparation for a summer of reading)</p> |
| Maths | <p>Decimals</p> <p>WALT: add decimals</p> <p>WALT: subtract decimals</p> <p>PMP</p> <p>Calculating with decimals</p> | <p>Decimals</p> <p>WALT: develop efficient strategies for adding and subtracting decimals</p> <p>WAL: decimal strategies</p> <p>PPA</p> <p>Converting units</p> | <p>Decimals</p> <p>WALT: multiply by 10,100,1000</p> <p>WALT: divide by 10, 100, 1000</p> <p>WALT: multiply and divide decimals with missing values</p> <p>PMP Revision of formal operations \div \times $+$ $-$</p> | <p>Negative Numbers</p> <p>WALT: understand negative numbers</p> <p>WALT: count through zero in 1s</p> <p>WALT: count through zero in multiples</p> <p>PMP</p> <p>Revision of formal operations \div \times $+$ $-$</p> <p>PPA</p> | <p>Assessment Week</p> | <p>Negative Numbers</p> <p>WALT: compare and order negative numbers</p> <p>WALT: find the difference</p> <p>PPA</p> <p>Arithmetic Recap</p> | <p>Volume</p> <p>WAL: about cubic centimetres</p> <p>WALT: compare volume</p> <p>WALT: estimate volume</p> <p>WALT: estimate capacity</p> | <p>Real-life Maths</p> <p>Costing project. Working within a budget.</p> <p>Investigations and Games</p> <p>A range of fun and engaging maths games and investigations</p> |

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| Science | <p>The lifecycle of a butterfly. Start butterfly observations</p> <p>Describe the lifecycle of an insect (butterflies)</p> <p>WS- I can present using oral and written forms</p> | <p>Lifecycle of Plants Comparing sexual and asexual reproduction</p> <p>WS – I can display and present evidence and findings</p> <p>What are the different parts of a plant? (introduce here and complete work in art lesson)</p> | <p>Lifecycle of Plants</p> <p>WS – I can use evidence to support or refute an idea Plan and set up a plant investigation to provide evidence to support or refute an idea.</p> <p>What are the different parts of a plant? (art lesson)</p> | <p>Lifecycle of Animals</p> <p>Amphibians and Insects What is the lifecycle of a frog? What is the lifecycle of a bird? How do these life cycles compare?</p> | <p>WS – I can use evidence to support or refute an idea Observe results from investigation and write conclusions</p> <p>Amphibians and Insects What is the lifecycle of a frog? What is the lifecycle of a bird? How do these life cycles compare?</p> | <p>RSE (linked to PSHE) Life cycles of humans- Puberty and how the body changes (girls and boys separate)</p> | |
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 Year 5 Summer 2 2025 - 2026
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| DT | | <p>Ancient Greek Cuisine- Design and make bread</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.</p> <p><i>(such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking)</i></p> | <p>Ancient Greek Cuisine- Design and make bread</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> | | | | | |
| Art | <p>Henri Rousseau Create original pieces that show a range of influences and styles</p> <p>Create a colour palette based upon colours observed in the natural world</p> <p>Sketch before painting to combine line and colour</p> | <p>Henri Rousseau Create a colour palette based upon colours observed in the natural world</p> <p>Sketch before painting to combine line and colour</p> | | <p>Rainforest</p> <p>Botanical drawings: Sketch and ink outline (link to science) Sketch before painting to combine line and colour</p> | <p>Rainforest</p> <p>Botanical drawings: Sketch and ink outline Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight)</p> | <p>Rainforest</p> <p>Wax & watercolour butterflies Use watercolours paint to produce washes</p> | <p>Rainforest</p> <p>Wax & watercolour butterflies Create a colour palette based upon colours observed in the natural world</p> | |

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| RE | <p>Enquiry Questions: How do people's beliefs about God, the world and others have impact on their lives?</p> <p>Beliefs How does Hindu art express Hindu values?</p> | <p>Beliefs How does Islamic art express Muslim values?</p> | | <p>Beliefs How are religious beliefs expressed through great religious architecture?</p> | | <p>Beliefs How are religious beliefs expressed through charity and generosity?</p> | | |
| PSHE | | | | <p>Growing up and puberty (RSE) Understanding puberty- lessons on how our bodies change in puberty and a Q&A session.</p> | <p>Anti-Racism To understand the importance and significance of equal rights</p> | <p>Anti-Racism To learn about organisations such as the United Nations</p> | <p>Death, Loss and Grief How can we deal with loss, death and grief?</p> | <p>Food Choices What do we need to have a balanced diet?</p> |
| PE | <p>Swimming – Class 7 Little Wickets Cricket coaching sessions</p> | <p>Swimming – Class 7 Athletics sustain their pace over longer distances, <i>eg sprint for seven seconds, run for one or two minutes</i></p> | <p>Swimming – Class 9 Athletics throw with greater control, accuracy and efficiency</p> | <p>Sports day</p> | <p>Swimming – Class 9 Athletics perform a range of jumps showing power, control and consistency at both take-off and landing</p> | <p>Swimming – Class 9 Athletics know and understand the basic principles of relay take-overs take part well in a relay event</p> | <p>Swimming – Class 9 Athletics competition</p> | <p>Swimming – Class 9 Athletic competition</p> |
| French | | | <p>Habitats Vocabulary for different habitats</p> | | <p>Habitats Features of habitats</p> | | <p>Habitats Read and code longer texts that explore habitats.</p> | <p>Habitats Explore habitats through listening activities.</p> |