Literacy
- Write a diary entry about living with the Black Death.
- Write 1st and 3rd person narratives including dialogue and advancing the action.
- Write a balanced argument.
- Use a range of punctuation throughout the writing.

Mathematics
• To read, write, order and compare numbers to at least 1,000,000 and determine the value of each.
- To multiply and divide numbers by 10, 100, 1000.
- To solve problems involving converting between units of time.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write and order numbers with up to 3 decimal places.
- Solve addition and subtraction multi-step problems in contexts, deciding which i=operations and methods to use and why.
- Recognise and use square numbers and cube numbers and the notation for square and cubed.

Science
- Plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms

Princes, Peasants and Pestilence.
Year 5 Summer Term

ICT
- Prepare and present information in a range of forms, using ICT safely and responsibly
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History/ Geography
- Order events in chronological order.
- To understand the Feudal System in medieval times
-0 To describe how types of evidence tell us different things about the past.
- To understand the life of a knight
- To use search engines to locate and interpret information
- To understand how the Black Death spread
- To understand the symptoms of the Black Death

Art/ DT
- To select from and use a wider range or materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

PE
-Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.

PSHE/ Citizenship/RE
Critically enquire about citizenship issues and give an opinion on them.
- Develop o growth mindset.

This planner provides you with information regarding the theme your child will be learning about over the next few weeks. If you have any ideas or skills that could support our topic or have any questions about this term's learning, please speak to your child's classteacher.

Year 5 ongoing weekly homework expectations:
Daily reading
Spelling
One piece of either maths, English, science or topic work to be completed in a home learning book.
Home learning book:
This will come home every **Friday** with one piece of homework based on the learning in school that week. This needs to be completed and handed in by **Thursday.**

More ways to support at home:
Many parents ask us for more home learning opportunities. Here are some ideas to help support your child's learning. These are not a homework requirement but if you do choose to complete some of the suggestions please do send them in to school. They will be an invaluable resource to support our learning.

- Search your local library to find out if the plague of the 14th century affected a village or town near you. What information can you find out? • Write a letter to a child of the 21st century, imagining you are a peasant child of the 14th century. What could you tell them about your life?
• Design a coat of arms for your family. What symbols would you use and what would they represent? What would be your family motto?
• Find out what happens when something decomposes. Place an apple core, orange or grape in a transparent container and watch as it decomposes. Document what happens.
• Use a map of the UK to identify castles of the Middle Ages. Make a scrapbook or journal to research facts about one of them. Be prepared to present your scrapbook to others.
• Make a model rat out of papier mâché. Paint it to make it look realistic. Take a picture of your rat in different places but try not to scare anyone!