

Mrs Wright Year 5 Summer Term Overview 2019

SUBJECT	1 st Half Term	2 nd Half Term
<p>English</p>	<p><u>NonFiction -Persuasive Writing</u> Through a variety of persuasive texts, the children will explore how to win hearts & minds, through analysing adverts and political speeches. They will learn to write persuasively and the unit ends in writing a persuasive PGL advertising leaflet.</p> <p>Overview of key skills:</p> <ul style="list-style-type: none"> • understand and use modal verbs in persuasive writing, • recognising the style of different authors and their intended audience • using a range of conjunctions to create compound and complex sentences • using relative clauses • using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis makes consistent use of style, appropriate to form, subject or audience to maintain interest • evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling • proof reads for spelling and punctuation errors <p><u>Spelling:</u> rules from Year 5/6 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests.</p> <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: learning and reciting classic or contemporary poetry and prereading Just So Stories</p> <p><u>Independent Reading</u> The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina at school/home.</p>	<p><u>Classic Fiction - Traditional Tales</u> Just So Stories by Rudyard Kipling</p> <p>Overview of key skills:</p> <ul style="list-style-type: none"> • recognising the style of different authors and their intended audience • using a range of conjunctions to create compound and complex sentences • using relative clauses • using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis • using correct punctuation to indicate speech • makes consistent use of style, appropriate to form, subject or audience to maintain interest • evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling • proof reads for spelling and punctuation errors <p>writes legibly, fluently and with increasing speed</p> <ul style="list-style-type: none"> • draw inferences, justifying these with evidence from the text • predict what might happen from details stated and implied • discuss and evaluate authorial choices, considering impact on the reader • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • precis longer texts • use a wide range of devices to build cohesion within and across paragraphs • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p><u>Spelling:</u> rules from Year 5/6 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests.</p> <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: learning and reciting classic or contemporary poetry and myths and legend classic Beowulf</p> <p><u>Independent Reading</u> The children will be encouraged to widen their experience of different genres</p>

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Maths	<p><u>Key Maths Skills</u></p> <ul style="list-style-type: none"> • Problem Solving – All Four Operations • Multiply Fractions by Whole Numbers • Fraction Problem Solving • Measure – Converting Units of Measure • Area • Volume and Capacity • Percentages • Problem Solving – Percentages • 3-D Shapes from 2-D Representations • Roman Numerals 	<p><u>Key Maths Skills</u></p> <ul style="list-style-type: none"> • Reflection and Translation • Perimeter • Estimate, Compare, Measure and Draw Angles • Identify Unknown Angles • Reading Timetables and Calculating with Time Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph • Statistics – Interpreting and Evaluating Information Presented in Charts and Tables
Science/ Sex and Relationship Education	<p><u>Feel the Force – Physics</u></p> <p>This module builds on these ideas and develops an understanding of how forces including gravitational attraction and drag forces – friction, air resistance, water resistance, and upthrust in water – affect movement. Children learn how mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect, and they use this knowledge in different investigations.</p> <p>When working scientifically, children plan and carry out fair test and pattern-seeking investigations, observe carefully, record accurate measurements, and construct different mechanisms. They look at scientific ideas from the past and carry out an activity to find evidence to support or refute famous scientists' ideas. They make predictions as a result of carrying out simple activities and go on to plan new investigations. There are opportunities to develop graphing skills as well as communication and presentation skills.</p> <p>Parents will receive communication regarding SRE at the end of the half term.</p>	<p><u>Life Cycles in Animals, including Humans – Biology/SRE</u></p> <p>The children will extend their understanding of what a life cycle is, and learn about the life cycles of some mammals, amphibians, insects and birds: comparing and contrasting different life cycles, identifying common features as well as explaining key differences. They use their knowledge of life cycles to help them as they create a fantastical creature of their own, complete with its own distinct life cycle.</p> <p>When working scientifically, children frequently use secondary sources of information, as they carry out their own investigations to answer a variety of science questions, using non-fiction books, web-based material to gather information more directly from recognised experts. Children report and present findings from their enquiries in a variety of ways, both orally and in written forms, drawing conclusions, identifying causal relationships and explaining their thinking.</p> <p>As they learn about reproduction in animals, children will find out more about specific mammals, birds, insects and amphibians and how they reproduce. There are several SRE lessons focusing on humans, about the complete human life cycle, a focus on puberty and changes in boys and girls. When working scientifically, children group and classify living things according to similarities in reproduction processes. They also report and present findings from their enquiries in a variety of ways, including posters, fact cards and guides.</p>
PSHE	<p><u>Relationships</u> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness, managing feelings and empathy.</p>	<p><u>Changes</u> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to motivation, social skills and managing feelings.</p>

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<p>RE</p>	<p><u>Figures of Authority in the Local Community</u> – within Christianity and Judaism Pupils will identify the impact of the voice of religious leaders (Reverend and Rabbi) and faith representatives on their followers and on their own lives.</p> <p><u>Faith Groups</u> - within Christianity and Judaism The children will gain knowledge about the main Christian and Jewish groups represented in Britain. They will reflect upon what it means to be a Christian/Jew in Britain today. Linking to maths and geography, pupils will use local census statistics to develop an accurate understanding of the religious plurality of their locality and of Britain today.</p>	<p><u>Creation stories and the Ultimate questions they raise</u> – within Christianity, Judaism and science Pupils will discuss different perspectives on questions relating to the beginnings of life on Earth so that they can describe different ways science and religions treat the question of origins. Then they will learn about the Jewish concept of Tikkum Olam (repairing the world) and discuss why some people might think the world is broken.</p> <p><u>Holy Places</u> – The Synagogue and the Church The children in Year 5 will visit a local synagogue whilst reflecting on the meaning of ‘Christians don’t go to church: they are the church’; do Christians need to worship in a church to connect to God; and how do church buildings reflect the similarities and differences in Christian belief. Finally, the children will read a passage from Deuteronomy 6:8 and learn how and why the tallit, tefillin and the Kippah are used as signs and symbols in Jewish prayer.</p>
<p>History Taught by Mrs McCrow</p>	<p>HISTORY - <u>Mayan Civilization (Central America) c AD 900</u> The children begin by locating the Maya civilisation on a map and a timeline. They examine primary sources left behind by the Maya, including buildings/monuments. They investigate social order, the justice system and learn about Maya homes and cities. They explore aspects of Maya culture: the games they played, the stories they told, food, art, writing, trade, the calendar system, mathematics, science, and religious rituals. They consider how civilised the ancient Maya were compared with the Anglo-Saxons. They investigate the mystery behind the collapse of the ancient Maya civilisation. In pairs, they research a question of their choice about the Maya and present what they have learned.</p>	
<p>Art/ Design Technology</p>	<p>ART - <u>People in Action</u> Unit coverage: line/tone/texture/shape/form/space/sculpture/3D -Gain an understanding of sculpture using the works of Moore or Giacometti -Create sketch books to record the children’s observations and use them to review and revisit ideas. -Improve their mastery of art and design techniques including: drawing and sculpting -Develop their control of a range of materials including: pencil and pen, charcoal, clay, wire, modroc and paint.</p>	<p>D.T. - <u>Moving Toys with Cams – Control/Mechanisms</u> The children will investigate cam mechanised toys, then use that new knowledge and skills to design, construct and evaluate their own cam controlled toys.</p>
<p>Music</p>	<p><u>Exploring Rounds</u> This unit develops children's ability to sing and play music in two (or more) parts. They will explore the effect of two or more pitched notes sounding together – harmony. They will experiment with clusters of pitched notes and discover which combinations are ‘comfortable’ (concord), and which ‘clash’ (discord). They will sing rounds and experiment with melodic ostinati to provide accompaniments. They will experience playing drones and single note accompaniments.</p>	
<p>PE Taught by Mrs McCrow</p>	<p><u>Kwick Cricket</u> Work towards developing their own individual skills regarding: batting, fielding and bowling related to ECB Howzat awards scheme. Play small group games of Kwick cricket showing demonstrating awareness of the rules, tactics, fair play and good sportsmanship.</p> <p><u>Athletics</u> (Including Sports Day) Work on individual skills and techniques which will allow them to measure, record and monitor their own development and achieve personal targets relating to sprinting, jumping and throwing skills.</p>	

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Computing	<u>Data Matters</u> The children will investigate the concept of 'big data' and its use in the world. They will review file types and protections. They will explore binary form and develop understanding of computer networks. They will practice searching more efficiently and investigate their digital footprint/tattoo, building safe and responsible use of online spaces. Finally, they will create and search flat-file data bases, developing accuracy and efficiency.
French MFL	Taught by specialist Modern Foreign Language teachers from The Priory School.