

## Year 5 Summer Term Curriculum Overview 2022

Subject	Half Term 1	Half Term 2
English	<p><b><u>Fiction - Mystery &amp; Suspense (Continued from the Spring Term)</u></b></p> <p><b>Boy in the Tower</b> by Polly Ho-Yen  <b>The Watertower</b> by Crews &amp; Woolman</p> <p>Using the abstract texts, the children will explore the imagery and symbolism in the illustrations and narrative, writing descriptive settings, and look at techniques for building suspense and mystery in their own writing.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• explore in-depth the meaning of particular multi-layered (figurative) word/phrases</li> <li>• analyse the structure of more complex non-linear texts e.g. stories with flashbacks</li> <li>• use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect</li> <li>• maintain an appropriate balance between dialogue and narrative</li> <li>• control the length, pacing and detail in their writing</li> <li>• link ideas across paragraphs using adverbials of time</li> </ul> <p><b><u>Fiction from our Literary Heritage: Playscripts (Shakespeare)</u></b></p> <p><b>Mr William Shakespeare's Plays</b> by Marcia Williams</p> <p>The children will read and analyse short extracts from an abridged version of Macbeth. They will conclude this English unit by writing a narrative retelling of Macbeth, drawing on skills learnt/practised throughout.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• use dialogue, differences between spoken and written speech</li> <li>• punctuation to indicate direct speech</li> <li>• formal and informal speech and writing</li> <li>• use of subjunctive forms</li> <li>• use commas to clarify meaning</li> </ul>	<p><b><u>Non Fiction - Persuasive Writing</u></b></p> <p>Through a variety of persuasive texts with a World War II focus, the children will explore how to win hearts and minds, through analysing adverts and political speeches. They will learn to write persuasively and compose a speech, which will detail the horrors of The Blitz and persuade people to keep their children out of the city areas.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> <li>• discuss and evaluate authorial choices, considering impact on the reader</li> <li>• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• assess the effectiveness of their own and others' writing</li> </ul> <p><b><u>Narrative Poetry</u></b></p> <p><b>The Listeners</b> by Walter de la Mare</p> <p>This exciting and engaging poetry unit is based upon the classic verse, The Listeners by Walter de la Mare. The children will produce a range of written outcomes throughout the unit, culminating in an atmospheric re-telling of the narrative of the poem.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> <li>• maintain the use of the present and past tenses correctly and consistently</li> <li>• link ideas across paragraphs using adverbials of time, place, number or tense choice</li> <li>• use fronted adverbials</li> <li>• use commas after fronted adverbials</li> <li>• make precise and effective use of expanded noun phrases</li> </ul>

**Reading**

The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. They will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They are expected to complete a minimum of two reading comments each week from a wide range of tasks at home and school. During guided reading lessons, the children will read and discuss a variety of texts and genres in a small group lead by a teacher, developing their comprehension skills. Books will be selected dependent on their ability.

**Spelling/Phonics**

Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games, homework and dictations using spelling rules.

**Handwriting**

Handwriting will continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.

**Mathematics****Number: Fractions (Continued from Spring Term)**

- Multiply unit fractions by an integer
- Multiply non-unit fractions by an integer
- Multiply mixed numbers by integers
- Calculate fractions of a quantity Recap
- Fraction of an amount
- Using fractions as operators

**Number: Percentages and Decimals**

- Decimals up to 2 d.p.
- Decimals as fractions
- Understand thousandths
- Thousandths as decimals
- Rounding decimals
- Order and compare decimals
- Understand percentages
- Percentages as fractions and decimals
- Equivalent F.D.P.

**Number: Decimals Continued**

- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals – crossing the whole
- Adding decimals with the same number of decimal places

**Geometry: Property of Shape**

- Identify angles
- Compare and order angles
- Measure angles in degrees
- Measuring with a protractor
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Triangles
- Quadrilaterals
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3-D shapes

**Geometry: Position and Direction**

- Describe position
- Draw on a grid
- Position in the first quadrant
- Translation
- Translation with coordinates
- Lines of symmetry
- Complete a symmetric figure
- Reflection
- Reflection with coordinates

	<ul style="list-style-type: none"> <li>• Subtracting decimals with the same number of decimal places</li> <li>• Adding decimals with a different number of decimal places</li> <li>• Subtracting decimals with a different number of decimal places</li> <li>• Adding and subtracting wholes and decimals</li> <li>• Decimal sequences</li> <li>• Multiplying decimals by 10, 100 and 1,000</li> <li>• Dividing decimals by 10, 100 and 1,000</li> </ul>	<p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"> <li>• Kilometres</li> <li>• Kilograms and kilometres</li> <li>• Millimetres and millilitres</li> <li>• Metric units</li> <li>• Imperial units</li> <li>• Converting units of time</li> <li>• Timetables</li> </ul> <p><b>Measurement: Volume</b></p> <ul style="list-style-type: none"> <li>• What is volume?</li> <li>• Compare volume</li> <li>• Estimate volume</li> <li>• Estimate capacity</li> </ul>
<p>These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop <b>fluency</b>, <b>mathematical reasoning</b> and competence in <b>problem solving</b>. They will also apply their mathematical knowledge to science and other subjects.</p>		
<p><b>Science / Relationship and Sex Education</b></p>	<p><b><u>Properties and Changes of Materials (Continued from the Spring Term)</u></b>  In science, the children will learn about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties, and they will explore the properties of materials to find the most suitable material for different purposes.</p>	<p><b><u>Living things and their Habitats</u></b>  During this unit, the children will learn about the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will also explore the life process of reproduction in some plants and animals.</p> <p><b><u>Animals including humans</u></b>  The children will be able to describe the changes as humans develop to old age. There are several RSE lessons focusing on humans, about the complete human life cycle, a focus on puberty and changes in boys and girls.</p>
<p>When <b>working scientifically</b>, the children will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; take measurements, using a range of scientific equipment, with increasing accuracy and precision, take repeat readings when appropriate. They will record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; use test results to make predictions to set up further comparative and fair tests; report and present findings from enquiries, including conclusions, causal relationships and explanations; and identify scientific evidence that has been used to support or refute ideas or arguments.</p>		
<p><b>Computing</b></p>	<p><b><u>3D Modelling</u></b>  Using the Purple Mash tool, 2 Design and make, the children will learn to use the programme to make a 3D design for a specific purpose. They will learn how to adapt, edit and refine their plans before printing a 2D net to make a 3D model. The children will also explore the possibilities of 3D printing.</p>	<p><b><u>Concept Maps</u></b>  In computing, the children will be introduced to concept mapping to make connections between thoughts and ideas, and they will learn the importance of recording concept maps visually. They will use the correct vocabulary when creating their own concept maps and learn how a concept map can be used to retell stories and</p>

		information. The children will conclude this computing unit by creating a collaborative concept map and present this to an audience.
	<p><b><u>Online Safety</u></b> Throughout computing lessons, the children will discuss essential online-safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.</p>	
<b>Art &amp; Design/ Design Technology (DT)</b>	<p><b><u>DT: Moving Toys with Cams – Control/Mechanisms</u></b> The children will investigate cam-mechanised toys, and then use that new knowledge and skills to design, construct and evaluate their own cam-controlled toys.</p>	<p><b><u>Art &amp; Design: Still Life</u></b> The children will gain an understanding of still life, e.g. fruit, bowls, glasses, bottles and musical instruments, using Cezanne/Renoir from the Impressionist Movement and Gris/Picasso's cubist paintings as stimuli. After using sketchbooks to record their observations and use them to review and revisit ideas, they will improve their mastery of art and design techniques including: drawing and painting. Eventually developing their control of a range of materials including: pencil and pen, paint, pastel, oil pastels and collage.</p>
<b>History Geography</b>	<p><b><u>History: The Vikings (Continued from the Spring Term)</u></b> The struggle for the Kingdom of England to the time of Edward the Confessor. Using artefacts and historical evidence, the children will be given opportunities to gain knowledge and develop opinions about Viking raids and invasions in the UK and around the world. They will research Viking life in England and explore the chronological development and the power struggles between the Viking era to 1066.</p>	<p><b><u>Geography: Europe – A Study of the Alpine Region</u></b> In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children have done investigating their local area and other regions of the UK.</p>
<b>Modern Foreign Language: French</b>	<p><b><u>French Speaking World</u></b> In this unit, the children will discover that there are many French-speaking countries in the world. They will learn to give and follow directions in French, discuss climate and use comparative language, which they will practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p>	<p><b><u>Meet My French Family</u></b> This unit introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes. The children learn that they can compose a written composition by recycling and re-ordering known words and phrases. They will conclude this unit by producing a piece of written work describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.</p>
<b>Music</b> Taught by Mrs. Downie	<p><b><u>It's a Round - Pitch</u></b> 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 ostinato to provide accompaniments. They will experience playing drones and single note accompaniments.</p> <p><b><u>At the Movies – Composition</u></b></p>	

	<p>Whilst learning about and exploring techniques used in movie soundtracks, the key skills will involve singing and playing percussion in a group piece with changes in tempo and dynamics, performing music together in synchronisation with a short movie. They will learn to evaluate and refine compositions with reference to the musical elements; including changes in tempo and their effects to demonstrate their understanding of the effect of music in movies. They will also interpret graphic notation on various 'soundmakers' with an understanding of their qualities and capabilities to create sounds for a movie, following a timesheet.</p>	
<p><b>PE</b> Taught by Mr. Wylie</p>	<p><b><u>Invasion – Netball</u></b></p> <ul style="list-style-type: none"> <li>• Refine passing and receiving</li> <li>• Apply passing, footwork and shooting into mini games</li> <li>• Introduce officiating</li> <li>• Introduce defending</li> <li>• Explore the function of other passing styles</li> </ul> <p><b><u>Health Related Exercise</u></b></p> <ul style="list-style-type: none"> <li>• Fitness assessment</li> <li>• Cardio fitness</li> <li>• Flexibility</li> <li>• Strength</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Finishing a race</li> <li>• Evaluating performance</li> <li>• Sprinting: my personal best</li> <li>• Relay changeovers</li> <li>• Shot put</li> <li>• Introducing the hurdles</li> </ul> <p><b><u>Striking &amp; Fielding – Rounders</u></b></p> <ul style="list-style-type: none"> <li>• Develop fielding tactics and maximising players</li> <li>• Understand what happens if the batter misses the ball</li> <li>• Refine fielding tactics - what players where?</li> <li>• Applying tactics In mini games</li> </ul>
	<p><b>At the end of every unit, children will compete in an inter-class competition where they can display all the skills and techniques they have learnt through matches and competition.</b></p>	
<p><b>Personal, Social, Health and Economic Education (PSHE)</b></p>	<p><b><u>Health and Wellbeing</u></b>  <b>Physical Health and Mental Wellbeing:</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies  <b>Growing and Changing:</b> Personal identity; recognising individuality and different qualities; mental wellbeing  <b>Keeping Safe:</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>	
<p><b>RE</b> Taught by Mrs. Downie</p>	<p><b><u>Figures of Authority in the Local Community – within Christianity and Judaism</u></b></p> <p>During the Summer Term, we will consider what it means to be a figure of authority and explore who holds authority for believers in different religious groups. As part of this, we will learn about different Christian and Jewish groups represented in Britain.</p>	<p><b><u>Creation stories and the Ultimate questions they raise – within Christianity, Judaism and science</u></b></p> <p>During the second half of the term, we will discuss different perspectives on questions about the beginnings of life on Earth, so the children can describe different ways science and religions treat questions of origins. By exploring different viewpoints, we will be able to consider why there are different accounts of how the world started and debate whether Creation and science can be contradictory or complementary.</p>