

## Year 5 Summer Term Overview 2017

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>English</b>	<p><b>Poetry - Poems on a theme</b>  <b>Old Possum's Book of Practical Cats</b> by TS Eliot and illustrated by A Scheffler                      The children look at poems on a theme, using the classic Old Possum's Book of Practical Cats. They will develop their mastery of descriptive language and write and edit their own poems.  <b>Grammar focus:</b> use commas to clarify meaning and avoid ambiguity; use colons, semi-colons and dashes to indicate parenthesis; and understand and use relative clauses beginning who, that, which, where, when...or an omitted relative pronoun.</p> <p><b>NonFiction -Persuasive Writing</b>                      Through a variety of persuasive texts, the children will explore how to win hearts &amp; minds, through analysing adverts and political speeches, adapt protest songs and manipulate with modal verbs. They will learn to write persuasively and the unit ends in writing a persuasive PGL advertising leaflet.  <b>Grammar focus:</b> understand and use modal verbs in persuasive writing, use apostrophes correctly and use correct sentence punctuation.</p> <p><b>Spelling:</b> rules from Year 5/6 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests.</p> <p><b>Guided Reading</b>                      The children tackle different genres to suit their reading ability, including: classic fiction and imagery poetry.</p> <p><b>Independent Reading</b>                      The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina.</p>	<p><b>Non Fiction - Reports and Journalistic Writing</b>  <b>Tuesday</b> by D Wiesner                      Using this picture book the children will study report writing. They will look at different ways of writing speech, speech bubbles, direct and reported speech. Compare formal and informal writing including use of passive voice. The children write newspaper reports.  <b>Grammar focus:</b> use modal verbs to indicate degrees of possibility; indicate grammatical features by using semi-colons and dashes to mark boundaries between independent clauses and; use and punctuate direct speech.</p> <p><b>Fiction - Faraway Fiction</b>  <b>Cloud Tea Monkeys</b> by M Peet and E Graham                      The children will read about faraway places and exciting adventures. They will explore the language that helps makes a story vivid and exciting. Finally, choosing an atmospheric setting and writing their own faraway story building on the stories read.  <b>Grammar focus:</b> use noun phrases, expanded by the addition of modifying adjectives and preposition phrases; use clauses to add information about time, place and cause; link ideas across paragraphs using adverbials of time; and se relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p><b>Spelling:</b> rules from Year 5/6 curriculum. Activities will include routine spelling tasks, games, homework and dictation tests.</p> <p><b>Guided Reading</b>                      The children tackle different genres to suit their reading ability, including: non-fiction and stories from different cultures.</p> <p><b>Independent Reading</b>                      The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina.</p>
<b>Maths</b>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>-Add mentally 2-place decimal numbers in the context of money using rounding;</li> <li>-add several small amounts of money using mental methods;</li> <li>-mentally subtract amounts of money including giving change;</li> <li>-calculate the difference between two amounts using counting up;</li> <li>-solve word problems, including 2-step problems, choosing an appropriate method.</li> </ul> <p>-Multiply fractions less than 1 by whole numbers,                      -convert improper fractions to whole numbers;                      -use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit -</p>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>-Identify factors and multiples, find factor pairs; revise equivalent fractions;</li> <li>-compare and order fractions with related denominators;</li> <li>-add fractions with same or related denominators, then convert answer into a mixed number;</li> <li>-subtract fractions with same and related denominators, revise multiplying fractions by whole numbers</li> </ul> <p>-Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder;</p>

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	<p>numbers; -use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers.</p> <p>-Read, write and compare decimals to three decimal places, understanding that -the third decimal place represents thousandths; -multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; -place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers; -understand and use negative numbers in the context of temperature.</p> <p>-Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; -translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; -translate simple shapes and note what happens to the co-ordinates; -draw regular and irregular 2D shapes using given dimensions and angles; -use the properties of 2D shapes, including rectangles, to derive related facts; -identify 3D shapes from 2D representations; -create 3D shapes using 2D nets and draw 3D shapes.</p> <p>-Add 5-digit numbers using written column addition; -subtract 5-digit numbers using written method (decomposition); -check answers to subtractions using written column addition; -solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up.</p>	<p>-express a remainder as a fraction; -use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers.</p> <p>-Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; -estimate and find the area of irregular shapes; -calculate the perimeter and area of composite shapes; -use the relations of area and perimeter to find unknown lengths; -begin to understand the concept of volume; -find the volume of a cube or cuboid by counting cubes; -understand volume as measurement in three dimensions; -relate volume to capacity; recognise and estimate volumes.</p> <p>-Understand what percentages are, relating them to hundredths; -know key equivalences between percentages and fractions, finding percentages of amounts of money; -find equivalent fractions, decimals and percentages; -solve problems involving fraction and percentage equivalents; -write dates using Roman numerals.</p> <p>-Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; -begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; -solve problems involving scaling by simple fractions; -use factors to multiply; -solve scaling problems involving measure.</p>
<p><b>Science</b></p>	<p><b><u>Forces – Physics</u></b> Look at a range of different forces: gravity, air resistance, water resistance &amp; friction. Develop an understanding of balanced &amp; unbalanced forces &amp; their effects. Investigate how mechanisms, like levers, pulleys &amp; gears, help us to use smaller forces.</p>	<p><b><u>Animals, including Humans – Biology/SRE</u></b> Discuss why living things need to reproduce &amp; look in detail at human life cycle, comparing with other animals. Study physical &amp; emotional changes at puberty and research rites of passage throughout human life cycle.</p>
<p><b>PSHE</b></p>	<p><b><u>Relationships</u></b> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to <b>self-awareness, managing feelings</b> and empathy.</p>	<p><b><u>Changes</u></b> – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to <b>motivation, social skills</b> and managing feelings.</p>
<p><b>RE</b></p>	<p><b><u>Christianity and Judaism - Leaders in religious Communities and the importance of religion today.</u></b> This theme includes reflection on authority figures i.e.Rabbi and Priest/Vicar/Minister/Pastor.</p>	<p><b><u>Christianity and Judaism - Creation stories and the ultimate questions they raise.</u></b> This theme includes reflection on Ultimate and non-ultimate questions, how different religion believe the world started and the importance of the Sabbath (Judaism).</p>

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<p><b>Geography/History</b> (Complete all Geography work relating to the Rivers topic from Spring term)</p>	<p>X</p>	<p><b>HISTORY - <u>Mayan Civilization (Central America) c AD 900</u></b> 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><b>Art/ Design Technology</b></p>	<p><b>ART - <u>People in Action</u></b> <b>Unit coverage:</b> line/tone/texture/shape/form/space/sculpture/3D -Gain an understanding of sculpture using the works of Moore &amp; 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><b>D.T. - <u>Moving Toys with Cams – Control/Mechanisms</u></b> The children will investigate cam mechanised toys, then use that new knowledge to design, construct and evaluate their own cam controlled toys.</p>
<p><b>Music</b></p>	<p><b><u>Exploring Rounds</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 ostinati to provide accompaniments. They will experience playing drones and single note accompaniments.</p>	
<p><b>PE</b></p>	<p><b><u>Kwick Cricket</u></b> 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. <b><u>Athletics</u></b> (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>	
<p><b>Computing</b></p>	<p><b><u>Data</u></b> Learn skills to be able to produce a digital resource, selecting software and combining different digital content in an appropriate format to inform younger pupils about an aspect of the online world and encourage eSafe practice (for example effective searching, reducing digital footprints, using online spaces safely, knowledge of "big data" and databases in the world etc.) Present their resource, explaining how they ensured their own research and practice was safe and appropriate.</p>	
<p><b>French MFL</b></p>	<p>Speak, read and write French connected to the themes of 'family', 'sport' and numbers to 69.</p>	