Year 5 Curriculum Overview – Summer Term

English

Where possible, our focus texts and writing opportunities will be linked to cross-curricular topics.

Fiction

- Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.
- Plan and write a non – linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.

Non-Fiction

- Plan, compose, edit and refine a non chronological report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.
- Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.

Spellings

- Adverbs of possibility and frequency
- Words that are homophones or near homophones
- Words with hyphens
- Challenge words
- Revision words

Grammar and Punctuation

- Revision of Y3/4 GPS objectives
- Using commas to separate elements of a sentence
- Using commas to clarify meaning and avoid ambiguity

Mathematics

Maths lessons this term will cover the following objectives:

Place Value:

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000

Addition & Subtraction:

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

- Add and subtract numbers mentally with increasingly large numbers

Measure:

- Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Geometry:

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Multiplication & Division:

- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

	• Linking ideas across paragraphs using linking adverbials to show time, place, number • Using Standard English forms of adverbs [e.g. –ly adverbs] • Using possessive pronouns and apostrophes to show possession • Using adverbs to comment on a whole sentence • Identifying conjunctions/prepositions, pronouns/determiners by how they are used • Introducing relative clauses that refer to a whole clause rather than a noun. • Writing conditional sentences; using modal verbs in conditional sentences		- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates **Fractions:** - Solve problems involving number up to 3 decimal places - Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction - Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 **Statistics:** - Complete, read and interpret information in tables, including timetables
Science	**Materials** Pupils will compare and group together everyday materials based on their properties and discuss the suitability of everyday materials for different purposes based on their properties, giving reasons, based on evidence from comparative and fair tests. They will explain the difference between reversible and irreversible changes and use their knowledge of solids, liquids and gases to decide how mixtures might be separated. **Movement, Forces and Magnets** Pupils will know who Isaac Newton was and the impact he had on our understanding of gravity. They will know how force is measured. They will understand that gravity means unsupported objects will fall to earth. Pupils will investigate the effects of air and water resistance on objects. They will also know the effect of friction acting between moving surfaces. Pupils will know that some mechanisms use a smaller force to have a greater effect.	Religious Education	**Transformation** *Celebration of the Spirit's transforming power* Pupils will know and understand: • Transforming energy • Pentecost, the celebration of the Spirit's transforming **Freedom and Responsibility** *Commandments enable Christians to be free & responsible* Pupils will know and understand: • Freedom involves responsibility • God's rules for living freely and responsibly – the Commandments **Stewardship** *The Church is called to the stewardship of Creation* Pupils will know and understand: • Caring for the earth • The Church is called to stewardship of Creation

Computing	**Creating Media - Vector drawing** Pupils will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. **Programming B - Selection in quizzes** Pupils will learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program.	**History**	**Early Islamic Civilisation** Pupils will explore why the Early Islamic Civilisation was a significant turning point in history. They will have a good understanding of where this period sat in terms of wider history as well as understanding how the Early Islamic Civilisation came to be. They will understand who Muhammad was and the significance of Baghdad in the rise of this era. They will learn about the House of Wisdom and the four caliphs. They will analyse the significance of this era and explore the role trading had to play in this.
Physical Education	**Cricket** Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams. **Athletics** The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will develop their technique for throwing a shot putt and develop an understanding of how to hurdle safely. **Orienteering** Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges. **Tennis** Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.	**Art and Design Technology**	**Painting – Cubism** Pupils will develop their painting skills by learning about the cubist movement. They will explore the unique way in which cubist artists composed their work and will have the opportunity to create their own collages inspired by famous artists such as Picasso and Braque. They will gain a deeper understanding of colour by exploring a range of colour palettes. **Design & Make – Fairgrounds** Pupils will explore existing models of fairground rides to research how they work. They will follow a brief to design and manufacture a model prototype.
Music	**Syncopation** Pupils will explore the concept of syncopation during this unit exploring this through the following key themes: Pulse, rhythm, melody, listening and appraising, performing, singing and composition. These lessons will be led by Tardis Education. Pupils will also take part in singing lessons with Mr Richardson and recorder practice with Mr Storey.	**Geography**	**Natural Resources** Pupils will learn to identify natural resources and their uses, comparing renewable and non-renewable resources and identify factors contributing to uneven resource distribution. They will then explore food insecurity and water scarcity and the factors affecting these issues. Finally, they will investigate how non-renewable energy is harmful to the environment and how renewable energy benefits the environment.
PSHE	**Created to Love Others** Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.	**French**	**Time** Pupils will focus on language related to telling the time, building on their knowledge of the days of the week and numbers.

Events and key information

- Tuesday 28th April – Library visit (am)
- Monday 4th May – Bank Holiday
- Thursday 21st May – Y5/6 Boys' Cricket Festival
- Thursday 21st May – Mass/May Procession
- Monday 25th – Friday 29th May – Half term break
- Tuesday 2nd June - Y5/6 Girls' Cricket
- Wednesday 10th June – Y5/6 District Athletics Finals
- Thursday 18th June – Class photographs
- Monday 22nd June – Careers Day
- Friday 26th June – County Athletics Final
- Friday 3rd July – INSET day
- Thursday 16th July – End of Year Mass
- Friday 17th July – Break up for Summer Holidays

Ideally the children will read at least 1 book each week this term and complete the accompanying quiz. To ensure our class library has a good selection for the children to choose from, please ensure books are returned to school after they have been read.

Please encourage children to learn and revise spellings, times tables and mental arithmetic for their weekly tests. Please check the children have everything they need for school i.e. P.E. kit, water bottles, and that they complete their homework on time.

PE kit is needed on a Wednesday and a Friday; mental maths and spelling tests are every Friday and homework will be set on a Friday to be completed by the following Friday please.