

## Year 5 – Summer 2 Parent overview 2017

### Literacy

- To learn a poem through drama/ role play.
- To identify how language, structure and presentation contribute to meaning.
- To use a dictionary to check the meaning of unfamiliar words.
- To prepare and read aloud poems to perform.
- To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- To use language features to compose own poems.
- To listen and comment on stories.
- To comment on an author's style and purpose.
- To appreciate a writer's contribution to literature.
- To write a captivating story introduction.
- To write in the style of an author.
- To empathise with characters.
- To represent themes from the story.
- To vary sentence structure appropriately.

### **GPS:**

- To identify and use modal verbs.
- To identify and use passive voice.
- To identify relative pronouns and relative clauses.
- To revise the year 5 GPS curriculum.

### Numeracy

- To convert between units.
- To add, subtract, multiply and divide through written methods.
- To select operation when solving problems.
- To retrieve information presented in a table or graph.
- To select and use written methods to solve problems.
- To solve comparison, sum and difference problems using information presented in a line graph.
- To connect work on coordinates and scales to their interpretation of time graphs.
- To 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.

### Science

- To compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency and conductivity.
- To investigate which materials would be most effective for a task.
- To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- To research chemists, such as Spencer Silver and Ruth Benerito.

## **Computing**

- To select, use and combine a variety of software.
- To understand computer networks, including the internet.
- To understand how computer networks can provide multiple services, such as the WWW.
- To understand the opportunities computer networks offer for communication and collaboration.
- To use technology responsibly.

## **RE**

- To develop our own ideas and present our beliefs on birth, life and death.
- To know the Hindu gods associated with birth, life and death.
- To think about our own ways of commemorating deceased within society and family life.
- To learn about customs associated with death and the city of Varanasi.
- To learn about reincarnation and the concepts of moksha, dharma and karma.
- To make comparisons between religions.

## **Geography**

- To select a range of sources of geographical information – The Caribbean/Iceland.
- To use 4 and 6 figure grid references, symbols and keys to interpret atlases and maps on different scales – The Caribbean/Iceland.
- To describe and understand key aspects of human geography – land use, settlement, economic activity, distribution of natural resources – The Caribbean/Iceland.
- To understand geographical similarities and differences.

## **Art**

- To learn techniques to make objects look 3D by shading.
- To make observational drawings of allotments.
- To record in sketchbooks.
- To use sketchbooks to review and revisit ideas.
- To use photographs and sketchbooks in the style of a looked-at artist.
- To use photographs and sketchbooks to create a watercolour painting.

## **Food Technology**

- To prepare and cook a variety of predominantly savoury dishes.
- To know how food is processed into ingredients that can be eaten or used in cooking.
- To use a range of techniques, such as peeling, chopping, slicing, grating, mixing.
- To use range of techniques such as spreading, kneading and baking.
- To know that recipes can be adapted to change the appearance, taste, texture and aroma.
- To know how food is processed into ingredients that can be eaten or used in cooking.
- To know that season may affect the food available.

## **PE**

### **Cricket:**

- To bowl under arm accurately at target.
- To develop their batting skills

- To develop fielding skills
- To take part in games of cricket
- To select and apply tactics in a game setting.
- To remember, repeat and link combinations of skills.
- To observe, describe and copy what others have done.

#### **Rounders:**

- To develop the accuracy and consistency of their throwing and catching skills.
- To bowl underarm accurately at a target.
- To develop their batting skills in rounders.
- To develop the range and consistency of their fielding skills.
- To develop the range and consistency of their skills in a fielding and striking games.
- To choose and use a range of tactics when batting and fielding.

#### **PSHE**

- To be aware of and to be able to identify a range of factors which contribute to their physical and mental health.
- To know about why they eat and the range of food and drinks people like and consume which make up their diet.
- To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which their body needs, and to know that the Eatwell plate represents this balanced diet.
- To understand the benefits of a range of nutrients for keeping the body healthy.
- To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help them stay healthy and be active.
- To understand the physical benefits of physical activity for promoting health.
- To understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults.

#### **Music**

- To learn and perform two rhythms and phrases using un-tuned percussion.
- To learn and rehearse singing using untuned percussion.
- To work individually and in groups to produce a performance.
- To record a performance of the complete song and review.
- To discuss and revise a good performance.
- To perform a song with instruments.

#### **British Values**

The focus this term is **individual liberty**. The children will be looking at freedom to make their own choices in school, celebrating achievements, making their own choices in learning, personal projects, making safe choices and rights and responsibilities.