

Year 5 – Summer 1 Curriculum

English

- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To identify the audience for and purpose of the writing.
- To note and develop initial ideas, drawing on reading and research where necessary.
- To use a wide range of devices to build cohesion within and across paragraphs.
- To use verbs – passive, perfect and modal.
- To use expanded noun phrases.
- To use full stops and commas for simple, compound and complex sentences.
- To use ? and ! correctly.
- To use : and ; accurately.
- To identify the key features of a recount.
- To plan and write a recount.
- To ask questions to improve understanding in reading and defining words.
- To use dictionaries to find definitions of words.
- To use thesauruses to select appropriate words.
- To explore and apply spelling patterns.
- To decode exceptions to the rule.
- To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Mathematics

- To know angles are measured in degrees.
- To estimate and compare acute, obtuse and reflex angles.
- To draw given angles and measure them in degrees.
- To identify angles at a point and one whole turn; angles at a point on a straight line and $\frac{1}{2}$ a turn and other multiples of 90 degrees.
- To identify 3D shapes, including cubes and other cuboids, from 2D representations.
- To use the properties of rectangles to deduce related facts and find missing lengths and angles.
- To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- 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 know there are differences between solids, liquids and gases.
- To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- To know that gases are important to us because we use them in many different ways.
- To use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.
- To demonstrate that dissolving, mixing and changes of state are reversible.
- To explain that some changes are not reversible.

Computing

- To investigate the features of 2 Draw.
- To recreate an image using 2 Draw.
- To create a diagram using 2 Draw.
- To create and test plans.

RE

- To understand the creation stories in Hinduism.
- To understand: The Trimurti: Brahma (creator), Vishnu (preserver), Shiva (destroyer).
- To understand the meaning and significance of Brahman and the AUM and other Hindu symbols (the swastika and the lotus).
- To learn about some of the main features of Hindu temples, sacred places and of pilgrimage.
- To understand how puja is performed in Hindu temples.
- To understand some of the main forms of Hindu worship.

Geography

- To identify different places in the world.
- To describe and understand UK economic activity.

- To identify geographical position and terrain of the UK.
- To identify settlements and land use of the UK.
- To interpret a range of sources.

D&T

- To apply new skills in designing and making.
- To join and combine materials and components accurately in temporary and permanent ways.
- To evaluate their products identify strength and areas for development.

Music

- To learn and perform two rhythms and phrases using un-tuned percussion.
- To learn and rehearse singing 'Cats' 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 to an audience.

PE

Games:

- To develop the accuracy and consistency of their throwing and catching skills.
- 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.

Dance:

- To create and perform dances that communicate moods, feelings and/or show an awareness of different times, places and cultures.
- To explore and improvise ideas for a dance in a particular style individually, with a partner or in a group.
- To create and structure motifs and phrase.
- To combine movement ideas fluently and effectively.
- To perform them expressively.

PSHE

- To understand how the media, family and friends can influence attitudes to our own bodies.
- To know about aspects of personal hygiene relevant to puberty.

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.