

**Year 5 Curriculum 2020**  
**Summer 1: Island Life**

**English: recounts and persuasive writing**

- To identify the key features of a recount.
- To plan and write a recount.
- To proof read and edit writing.
- To use a dictionary to spell correctly.
- 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.

**GPS**

- To use commas to clarify meaning and avoid ambiguity.
- To link ideas across paragraphs using adverbials of time and place.
- To review spring term spelling patterns.
- To spell using the -ate, -ise, -ify and -en suffixes and verb prefixes.
- To identify and spell homophones and near homophones.

**Mathematics: geometry**

- 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, one whole turn, on a straight line,  $\frac{1}{2}$  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: properties and changes of materials**

- To use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.
- To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.
- To demonstrate that dissolving, mixing and changes of state are reversible changes.
- To start planning different types of scientific enquiries to answer questions, including recognising and controlling variables.
- To begin to record data and results of increasing complexity using scientific diagrams and labels.
- To begin to report and present findings from enquiries.
- To start to understand how to use test results to make predictions to set up further tests.
- To begin to identify scientific evidence that has been used to support or refute ideas.

**Computing: 2Draw**

- To recognise acceptable/unacceptable behaviour when using technology; identify a range of ways to report concerns about content and contact.
- To use technology safely, respectfully and responsibly.
- To locate and open the correct software.
- To change the layout and scale of the paper.
- To use the tool options to create an image.
- To independently save and retrieve files on the school network.
- To touch type accurately and at speed.

**RE: Hinduism**

- To understand what the Hindus mean by 'Brahman'.
- To identify the AUM symbol and what it represents.
- To understand what the Trimurti is and how it impacts on Hindus' understanding of the world.
- To understand how Hindus believe the world was created.
- To understand the implication of creation stories on Hindu beliefs about God, the universe and humans.
- To say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others.
- To describe the impact of religion on people's lives.
- To describe using religious vocabulary.

**Geography: island life**

- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.
- To describe and understand key aspects of human geography, including types of settlement and land use; economic activity and trade links.

**Art: design for a purpose**

- To know what a coat of arms is and how symbols represent a person.
- To understand the context of design throughout human history.
- To design a coat of arms by selecting and placing imagery appropriately within a shape.

- To know that a design requires both planning and purpose.
- To work collaboratively to a design brief
- To understand the work of an important British design team.
- To know that designers start with ideas and rough drawings before finalising their designs.
- To work collaboratively to a design brief and present ideas and designs clearly in a visual format.
- To know that designs can be reviewed and modified as a project develops.
- To understand how advertising, words, USP and packaging help to sell a product and to give it an identity.
- To work collaboratively, knowing that designers work in teams.
- To investigate and understand the use of language when naming a design product.
- To design a product based on a word.
- To work in a team to create and then "sell" a product idea to a client.
- To know that products have USP (unique selling points).
- To communicate through spoken and visual language to 'sell' a product.
- To evaluate and analyse creative works using the language of art, craft and design.
- To improve mastery of art and design techniques.

#### **Music: Stars Hide Your Fires (Charanga)**

- 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 to an audience.

#### **PE**

##### **Cricket:**

- To bowl under arm and overarm accurately at target.
- To apply bowling technique to small game situations.
- To develop their forward and backwards defensive batting skills.
- To develop fielding skills.
- To stop the ball using the long barrier.
- To take part in games of cricket.

##### **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: aiming high**

- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
- To reflect on and celebrate own achievements, identify own strengths and areas for improvement, set high aspirations and goals.
- To learn about the range of jobs carried out by people, and to understand how to develop skills to make their own contribution in the future.
- To recognise and challenge stereotypes.

#### **British Values**

The focus this term is **individual liberty**. The pupils 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.