

Year 5 Curriculum 2020
Summer 2: Exploring Eastern Europe

English: Narrative Poetry and Narrative

- 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 write a setting description and alternative ending in response to poetry.
- To explore, interpret and respond to illustrations in a picture book.
- To empathise with characters and explore their dilemmas.
- To enjoy a story and discuss its meanings.
- To build an imaginative picture of a fantasy world, based on real life experiences.
- To explore these through role play and writing in role.
- To write own stories inspired by the book in a different format.
- To be able to write from the perspective of a character in a story.

GPS: Cohesion and Prefixes/Suffixes

- To include cohesion within writing by linking ideas across paragraphs using adverbials of time and place.
- To know and use a range of verb prefixes.
- To convert nouns or adjectives into verbs using suffixes.
- To revise the year 5 GPS curriculum.

Spellings

- To spell homophones, near homophones and other words that are often confused.
- To spell using the -ant, -ance and -ancy suffixes.
- To spell using suffixes (vowel letters).
- To practise spelling the year 5 and 6 statutory spellings.

Mathematics: Geometry and Measurement

- To identify 3D shapes, including cubes and other cuboids, from 2D representations.
- To distinguish between regular and irregular polygons.
- To use properties of rectangles to deduce related facts and find missing lengths 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.
- To convert between different units of metric measure.
- To understand and use approximate equivalences between metric units and common imperial units.
- To solve problems involving converting between units of time.
- To estimate volume and capacity.
- To use all four operations to solve problems involving measure.

Science: Changing Materials and Human Development

- To use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.
- To compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency and conductivity (electrical and thermal).
- To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- 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 start to understand how to use test results to make predictions to set up further tests.
- To begin to report and present findings from enquiries.
- To begin to identify scientific evidence that has been used to support or refute ideas.
- To describe the changes as humans develop to old age.

Computing: Website Design

- To understand computer networks including the internet; how they provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- To recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- To use technology safely, respectfully and responsibly.
- To touch type accurately and at speed.

RE: Hinduism

- 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 understand the phrase 'living with nature'.
- To compare how the Hindu story about how Brahma created the world is similar/different to other creation stories previously learnt.
- To describe using religious vocabulary.
- To say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others.
- To link things that are important to me with the way I think and behave.
- To describe some similarities and differences between religions.

Geography: Exploring Eastern Europe

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (South East), and regions in Eastern Europe.
- To describe and understand key aspects of human geography, including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy.

D&T: Textiles – Stuffed Toys

- To generate, develop, model and communicate ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.
- To make a paper template and ensure it is proportional.
- To select from and use a wider range of tools and equipment to perform practical tasks.
- To cut neatly and accurately.
- To thread a needle.
- To use a blanket stitch to join two pieces of fabric.
- To apply understanding of how to strengthen, stiffen, and reinforce more complex structures.
- To create strong and secure stitches (blanket, running, cross-stitch).
- To use applique to attach pieces of fabric decoration.
- To use stitches to decorate fabric.
- To evaluate ideas and products against own design criteria and consider the views of others to improve work.
- To stuff a toy carefully, repairing any holes or gaps.

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 and 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

Athletics:

- To experiment with different running styles.
- To develop consistency of their running techniques over short and long distances.
- To develop consistency and accuracy in a range of throwing activities.
- To develop the consistency of their actions in the long jump.
- To describe why exercise is good for fitness, health and wellbeing.

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: Money Matters and Human Development

- To learn about the role money plays in own and others' lives, including how to manage money and about how to be a critical consumer.
- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'.
- To know about aspects of personal hygiene relevant to puberty.
- To identify male and female parts and describe their functions.
- To know and understand about physical changes that take place at puberty, why they happen and how to manage them.
- To understand that physical changes happen at different rates for different people.

Music: Reflect, Rewind and Replay (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 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.