

Year 5 Curriculum 2021
Summer 2: Marvellous Maps

English: Adventure Genre and Poetic Language - The Last Wild, by Piers Torday

- To consider how particular situations make individuals behave as they do.
- To consider an imaginary future world.
- To consider the importance of stories in personal development.
- To maintain attention and participate actively in collaborative conversations, responding to texts.
- To ask relevant questions to extend understanding and build vocabulary and knowledge.
- To articulate and justify answers and opinions.
- To identify themes and conventions and compare these across books read.
- To discuss words and phrases that capture readers' interest and imagination.
- To draw inferences about characters' feelings, thoughts, emotions and actions.
- To predict what might happen from details stated and implied.
- To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form.
- To note and develop initial ideas, drawing on reading.
- To draft and write by selecting appropriate grammar and vocabulary.
- In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action.
- To evaluate and edit by proposing changes to vocabulary, grammar and punctuation.
- To proof-read for spelling and punctuation errors.

GPS: Commas, Cohesion and Prefixes/Suffixes

- To use commas to clarify meaning and avoid ambiguity.
- To include cohesion within writing by linking ideas across paragraphs using adverbials of time and place.
- To convert nouns or adjectives into verbs using suffixes.
- To know and use a range of verb prefixes.
- To spell words using 'ei' after c, adverbs of possibility, words containing hyphens and the year 5 challenge words.

Mathematics: Geometry and Measurement

- To describe position, including drawing on a grid and writing coordinates accurately
- 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 understand and use timetables
- To estimate volume and capacity.

Science: Animals including humans – human development

- To describe the stages of human development.
- To explain how babies grow and develop.
- To describe and explain the main changes that occur during puberty.
- To identify the changes that take place in old age.
- To present data and report finding from enquires.
- To report complex data using graphs and models.
- To identify the relationship between variables.

Computing: Programming - Micro:bits

- To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- 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 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: Commitment

- To understand what commitment means and how it can be demonstrated in different ways
- To explain how commitment is demonstrated in coming-of-age rituals
- To understand and explain why people make sacrifices

- To have an understanding of the importance of fasting in Islam.
- To identify how commitment is shown through marriage ceremonies
- To reflect on how I shown commitment in my own life.

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 identify the countries of Europe.
- To identify some of the capital cities of European countries.
- To compare features of Eastern Europe with my own local area.
- To compare the climate of Eastern Europe with my own local area.
- To compare human geography of Eastern Europe with my own local area.
- To find and present information about an Eastern European country
- To have an understanding of the impact of the Chernobyl nuclear disaster.

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.

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: Its's My Body and Human Development

- To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
- To develop the skills and strategies required to get support if they have fears for themselves or their peers.
- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To understand what positively and negatively affects their physical, mental and emotional health.
- To know which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- To understand what is meant by the term 'habit' and why habits can be hard to change.
- To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- 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.