

**Year 5 Curriculum 2021**  
**Summer 1: Marvellous Maps**

**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 words.
- To change small details in a poem to make own version.
- 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 write a setting description and alternative ending.
- 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 a book in a different format.
- To be able to write from the perspective of a character in a story.

**GPS**

- To use the perfect form of verbs to mark relationships of time and cause.
- To use commas to clarify meaning and avoid ambiguity.
- To spell words ending in -ant, -ance, -ent and -ence.
- To spell adverbs of time (temporal adverbs).
- To add suffixes beginning with vowel letters to words ending in -fer.
- To spell words with 'ie' after c.

**Mathematics: decimals and geometry**

- To add and subtract decimal fraction numbers.
- To solve problems involving decimal fraction numbers.
- To add and subtract wholes and decimal fraction numbers.
- To complete decimal fraction number sequences.
- To multiply and divide decimal fraction numbers by 10, 100 and 1000.
- To identify, compare and order angles.
- To measure angles in degrees.
- To measure using a protractor.
- To draw lines and angles accurately.
- To calculate angles on a straight line and around a point.
- To explore angles and triangles.
- To explore quadrilaterals - calculating length, angles, regular and irregular.
- To apply reasoning skills to 3D shapes.

**Science: properties and changes of materials**

- To compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency and conductivity.
- To begin to present and report findings from enquiries.
- 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- 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: Jesus the Healer**

- To be able to explain the concept of a miracle.
- To be able to retell a healing miracle.
- To be able to consider differing view-points.

**Geography: marvellous maps**

- To locate the world's countries using maps - to focus on Europe and North and South America by using an atlas.
- To find cities in the UK on a map.
- To find information in an atlas using the index and simple co-ordinates.
- To use symbols and a key (including the use of OS maps) to build knowledge of the UK and wider world by identifying landmarks shown on an OS map.
- To use 8 points of a compass to build knowledge of the UK and the wider world by describing routes on a map.

- To 4 and 6 figure grid references, to build knowledge of the UK and the wider world by finding features on a map.
- To use 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and wider world by planning a journey.
- To name and locate countries and cities of the UK and geographical regions and understand how some of these aspects have changed over time by comparing maps and photographs of places.

#### **D&T: playground structures**

- To design a playground with a variety of structures.
- To build a range of structures.
- To improve and add detail to structures.
- To create surrounding landscape.
- To add finishing touches to structures.
- To complete an analysis of the project.

#### **Music: Dancing in the Street**

- 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.

#### **Mandarin:**

- To learn days of the week.
- To create a weekly timetable for hobbies.
- To create a weekly Chinese menu.
- To express and justify opinions.

#### **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.