

Year 5 Curriculum 2022
Summer 1 Topic: Exploring Europe

English: Narrative 'The Last Wild' by Piers Torday, poetry and recount writing

- To infer details of a novel based on an illustration and an opening.
- To write a character description.
- To text mark and summarise to deepen understanding.
- To write in first person narrative.
- To identify effective imagery in a narrative.
- To compose and perform a poem.
- To write a recount.
- To punctuate direct and reported speech.
- To plan the features of a newspaper report.
- To draft, edit and improve a newspaper article.
- To publish a newspaper article.
- To use appropriate descriptive and emotive words and phrases.
- To create and perform a kenning.
- To respond to a narrative giving reasons to support.
- To write in role.
- To plan and write a script for a news broadcast.

Grammar, Punctuation and Spelling (GPS)

- To use commas to clarify meaning and avoid ambiguity.
- To link ideas across paragraphs using adverbials of time and place.
- To spell homophones and near homophones.
- To use a hyphen to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
- To continue to learn the spellings from the year 5 and 6 word list.

Mathematics: Decimal fractions and angles

- To add and subtract decimal fractions within 1.
- To understand complements to 1.
- To add decimal fractions crossing the whole.
- To add and subtract decimal fractions with the same number of decimal places.
- To problem solve when adding and subtracting decimal fractions with the same and a different number of decimal places.
- To add and subtract decimal fractions with a different number of decimal places.
- To add and subtract wholes and decimal fractions.
- To complete decimal fraction sequences.
- To multiply and divide decimal fractions by 10, 100 and 1000.
- To identify angles.
- To compare and order angles.
- To measure angles in degrees using a protractor.
- To draw lines and angles accurately.
- To calculate angles on a straight line.
- To calculate angles around a point.
- To recap the angles of triangles.

Science: Life Cycles

- To describe the life process of reproduction in some plants and animals.
- To begin to record data and results of increasing complexity using scientific diagrams and labels.
- To begin to identify scientific evidence that has been used to support or refute ideas.

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Geography: Climate Zones

- To identify the different lines of latitude and explain how latitude is linked to climate.
- To locate different climate zones and explore the differences between the Northern and Southern Hemispheres
- To compare temperate and tropical climates.
- To explore weather patterns within a climate zone.
- To explore weather patterns within a climate zone.
- To write a weather forecast for a typical day in your choice of climate zone.
- To write a weather forecast for a typical day in your choice of climate zone.
- To identify the characteristics of each climate zone.
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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: Commitment

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

Art: Design for a Purpose

- To understand how visual language can be used to communicate personality and interests.
- To design my own coat of arms by selecting and placing imagery appropriately within a shape.
- To know what a coat of arms is and how symbols represent a person.
- To understand the context of design throughout human history.
- To work collaboratively to a specific design brief.
- To know that a design requires both planning and purpose.
- 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 know that designs can be reviewed and modified as a project develops.
- To design a product which is appealing and purposeful.
- 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 present a product pitch.
- 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.

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.

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.

PSHE: Growing and Changing

- To use a range of words and phrases to describe the intensity of different feelings.
- To distinguish between good and not so good feelings, using appropriate vocabulary to describe these.
- To explain strategies they can use to build resilience.
- To identify people who can be trusted.
- To understand what kinds of touch are acceptable or unacceptable.
- To describe strategies for dealing with situations in which they would feel uncomfortable.

MFL – French: My Home

- To learn how to say they live in a house or an apartment and where it is located.
- To say and understand "J'habite..." (I live).
- To say the nouns for five rooms of the home.
- To further consolidate the language covered so far - especially 'Chez moi il y a...' ('In my home there is... / there are) using these ten articles and nouns.
- To put language into context by integrating it with previously learnt language (je m'appelle..., j'ai ... ans).

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.