

Termly Curriculum Overview

Year 5 – Summer Term



**Shottermill
Junior School**

Area of the Curriculum	Learning Experiences
English	<p>Film narrative and visual texts – Titanium-narrative writing including dialogue.</p> <ul style="list-style-type: none">• Infer narrative from film• Write ‘show not tell’ (SNOT) sentences• Creating an emotion map to explore a character’s emotions• Write a prequel to the Titanium video <p>Weslandia - narrative and character development</p> <ul style="list-style-type: none">• Using ‘ing’ words as sentence starters• Plan an imaginary land• Work on varying sentence starter, following a structure and ensuring work flows and makes sense• Perform writing to an audience• Understand parenthesis and paragraphing• Write non-chronological reports <p>The Tear Thief –descriptive writing</p> <ul style="list-style-type: none">• Write own similes and metaphors• Understand and use personification• Use expanded noun phrases, and varying sentence openings and sentence length. <p>Shakespeare – The Tempest</p> <ul style="list-style-type: none">• Embedding Year 5 skills• Inference• Recap word classes – verbs, nouns, adverbial phrases, relative clauses
Mathematics	<p><u>Geometry: Properties of Shape</u></p> <ul style="list-style-type: none">• Identify 3-D shapes, including cubes & other cuboids, from 2-D representations• Know angles are measured in degrees: estimate & compare acute, obtuse and reflex angles• Draw given angles, and measure them in degrees (o)• Identify angles at a point and one whole turn (total 360o, angles at a point on a straight line and 2 1 a turn (total 180o), other multiples of 90o• Use the properties of rectangles to deduce related facts and find missing lengths and angles• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

	<p><u>Geometry: Position and Direction</u></p> <ul style="list-style-type: none"> 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. <p><u>Number: Decimals</u></p> <ul style="list-style-type: none"> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Read, write, order and compare numbers with up to 3 decimal places Solve problems involving number up to 3 decimal places <p><u>Number: Negative Numbers</u></p> <ul style="list-style-type: none"> Interpret negative nos in context, count forwards & backwards with positive & negative whole nos, including through 0 <p><u>Measurement: Converting Units</u></p> <ul style="list-style-type: none"> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Solve problems involving converting between units of time Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <p><u>Measurement: Volume</u></p> <ul style="list-style-type: none"> Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
<p>Science</p>	<ul style="list-style-type: none"> Living things and their habitats - Reproduction in plants and animals, observe and compare the life cycles of animals in their local habitats. Animals including Humans - The human life cycle, changes from birth to old age, life expectancy and puberty.
<p>Computing</p>	<ul style="list-style-type: none"> E-safety Podcasts using Garage Band Programming using Crumble
<p>Art & Design</p>	<ul style="list-style-type: none"> Painting: Piet Mondrian - from realistic to simplistic. Observational drawings of trees Experimenting with tonal value, mixing shades and tints of a chosen colour Collage: Henry Matisse - Drawing with Scissors Making printed papers Working on a group composition
<p>Design & Technology</p>	<ul style="list-style-type: none"> Moving toys using CAMs – designing and creating a toy, developing basic carpentry skills Understanding what a cam and a follower are

	<ul style="list-style-type: none"> • Understanding that the shape of a cam changes the movement of a mechanism • Use research to develop a design for their own moving animal
Geography	<p>Amazing Americas</p> <ul style="list-style-type: none"> • Use map, atlases, globes and digit computing mapping to locate countries in North and South America • Use geographical terminology to describe the location and characteristics of a range of places across Americas • Describe the climates and biomes of different regions across the Americas. • Describe the characteristics and significance of a natural wonder of the Americas. <p>Marvellous Maps</p> <ul style="list-style-type: none"> • Locate the world's countries using maps to focus on Europe (including location of Russia) • Use symbols and a key, including the use of Ordnance Survey maps • Use the eight points of a compass; follow directions using the eight point compass and give directions using it too • Use four and six-figure grid references to build their knowledge of the UK and the wider world
History	<ul style="list-style-type: none"> • <i>Taught in the Spring Term</i>
Languages	<ul style="list-style-type: none"> • Learning vocab for a range of food and drink • Designing an English lunchbox and a French school lunch • Healthy eating • Giving opinions on food and drink
Music	<ul style="list-style-type: none"> • Stomp – using everyday objects to explore rhythm • Samba – be a part of an ensemble, learning to play different instruments and a variety of rhythms.
Physical Education	<ul style="list-style-type: none"> • Rounders - to begin to develop tactical skills as a team and use them to outwit their opponents. • Athletics - to develop accuracy and consistency and build on previous skills in jumping, throwing and running. • Tennis - to develop accuracy and consistency and build on previous skills within game play activities whilst building tactical decision within the game. • Swimming - experience and develop the three strokes, survival and safety in the water and continue to develop stroke technique.
Religious Education	<p><u>What does it mean to be part of a synagogue community?</u></p> <ul style="list-style-type: none"> • To investigate the synagogue for evidence of its role as a place of prayer, study and gathering and as a focus for the community of the values that are important to Jewish people, much like your own school community's. <p><u>How did it all begin?</u></p> <ul style="list-style-type: none"> • To help pupils to reflect on different understandings of how / why the world began and to explore their own ideas about the question. Pupils will explore diverse creation accounts, as well as revisiting the Genesis narratives and also considering what

	<p>non-religious people may believe about how the world began. Children will search for common threads and express their own developing worldviews.</p>
<p>Personal, Social, Health & Economic Education</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • I can compare different types of friendships and the feelings associated with them. • I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. <p><u>Changing Me</u></p> <ul style="list-style-type: none"> • I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. • I can also summarise the process of conception. • I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
<p>Supporting Educational Visits</p>	<ul style="list-style-type: none"> • Brenscombe (8th – 12th June) • Woolmer Hill Taster Morning (29th June)