Curriculum Overview for Year 5: Summer Term

English

Writing

The Animals of Farthing Wood by Colin Dann

Skills:
Discussing and recording ideas
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Organising paragraphs around a theme.
In narratives, creating settings, characters and plot.
In non-narrative material, using simple organisational devices (headings & subheadings).
Assessing the effectiveness of their own and others' writing and suggesting improvements.
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proofread for spelling and punctuation errors.
Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Using conjunctions, adverbs and prepositions to express time and cause (and place)
Using and punctuating direct speech (i.e. Inverted commas).
Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Knowledge:
Newspaper (Rainforests burn! Save the Lungs of the Earth!)
Report (Gedling Country Park).
Recount/Diary (Diary from the perspective of fox in TAOFW).
Biography (Thomas Hawksley).
Explanation (Explain the lifecycle of a mammal and a reptile)
Persuasion/Discussion (Why is sustainability important?).
Fiction from our literary heritage (POR book)
Novels and stories by significant children's authors

Reading

'Gone to Sea' by Michael Morpurgo - Fiction
'Black Hood' by Amy Pan – Poetry
Alice in Wonderland by Lewis Caroll - Play scripts

Skills:
Read aloud and understand words based on knowledge of root words, prefixes & suffixes
Read further exception words, including those with unusual spelling or sounds
Check that a text makes sense, including explaining the meaning of words in context
Draw inferences about feelings, thoughts & motives
Predict future events from details stated in the text
Use dictionaries to check the meaning of words
Identify and summarise the main ideas drawn from more than one paragraph
Identify how language structure & presentation contributes to meaning
Use evidence to justify inferences
Recognise some different forms of poetry
Perform plays and poetry aloud using intonation, tone, volume and action

Knowledge
Develop an understanding of another culture
Comprehend new vocabulary
Develop a wider vocabulary
Know a wide range of poetry
Develop a deeper understanding of other cultures

Religious Education

Religion and the Individual:
Islam and Christianity

Subject Endpoints

Skills:
Compare similarities and differences
Consider personal devotion
Understand the positive traits in others

Knowledge:
Understand religious devotion in Christianity and Islam
Know the importance of Lourdes and Mecca
Explore the purpose of pilgrimage

Religion, Family and Community (A Local Study):
Christianity and Islam

Subject End Points:

Knowledge:
Understand the term 'worship' and its purpose
Understand the religious plurality of Nottinghamshire
Know that religious commitment can be expressed through art.

Skills:
Making comparisons between religious expressions of commitment
Explain personal commitments

Art

Water Colours (Painting)

Subject Endpoints

Subject Endpoints:

Skills:
Evaluate and analyse art using subject specific vocabulary
Develop techniques for using watercolour
Create effects to paint animals using water colour
Use new skills to develop mastery techniques in using watercolour including mixing

Knowledge:
Learn about great artists, architects and designers in history – Cathy Zhang
Use different techniques to put watercolour onto a page
Use water colour to create an animal painting.
Review and revisit techniques from Y4 (Joseph Thiongo)

Maths

Geometry

Knowledge
Understand 3d shapes
Identify and measure angles
Understand polygons

Skills
Identify 3D shapes
Know angles are measured in degrees
Draw angles
Angles at a point
Use the properties of rectangles to deduce
Distinguish regular and irregular polygons

Position and Movement

Knowledge:
Understand reflection

Skills:
Identify and describe the positon of a shape
Translate a shape
Know a shape is not changed when translated
Know coordinates in one quadrant

Measurement

Knowledge
Convert units of measure
Understand equivalences
Know how to solve problems

Skills
Convert between metric units (e.g. km to m, cm to m, cm to mm, g to kg, l to ml)
Understand and use approximate equivalences between metric and imperial (e.g. inches, pounds and pints)
Use all four operations to solve problems

Measurement

Knowledge:
Recall understanding of measures

Skills:
Solve problems involving converting between units of time

Area and Perimeter

Knowledge
Understand how to calculate area and perimeter

Skills
Measure and calculate the perimeter of composite rectilinear shapes (in cm and m)
Calculate the area of rectangles
Compare the area of rectangles

Volume

Knowledge
Know how to estimate volume

Skills
Estimate volume of blocks
Building cuboid using cubes
Estimate volume and capacity

Roman Numerals

Knowledge:
Understand Roman numerals

Skills:
Read Roman numerals to 1000
Recognise years written in Roman numerals

End-of-Year tests & Remediation

Design & Technology

Let there be light (electrical systems)

Skills:
Research ideas about different animals to inform my design
Explain how simple cam mechanisms work
Select materials according to their functional properties
Research and develop design criteria to inform my design
Build a framework, accurately using a wider range of tools and equipment
Evaluate my product
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Knowledge:
Understand and use a mechanical system
Know how to select from and use a range of tools and equipment
Select and use a range of materials and components, including construction materials, according to their functional properties and aesthetic qualities
Understand and use mechanical systems in their products (for example cams)

Science

Animals including Humans:

Knowledge:
Research the gestation periods of other animals
Compare animal gestation to that of humans
Find out the length and mass of a baby as it grows
Know changes experiences in puberty

Skills:
Draw a timeline to mark developments change and that this can sometimes pose dangers to living things.

Living Things and Their Habitats

Skills (Working Scientifically):
Observing and comparing life cycles of plants and animals
Ask pertinent questions and suggesting reasons for similarities and differences

Knowledge
Observe life-cycle changes in a variety of living things
Find out about the work of naturalists and animal behaviourists
e.g. David Attenborough and Jane Goodall
Find out about different types of reproduction including sexual and asexual reproduction

Geography & links to History

Geography

Gedling Borough

A local fieldwork study

Subject Endpoints

Skills:
Use geographical language to identify and explain some aspects of human and physical features and patterns
Analyse evidence and draw conclusions e.g. compare historical maps of varying scales
Collect and record evidence
Use a variety of sources of evidence to express views about the local area
Use sketches as evidence in an investigation in the local area
Make a map of a short route experienced with features in correct order
Draw a variety of thematic maps based on my own data

Knowledge
Know where Gedling borough is and the towns and villages included in it
Know the changes in population in the borough over time
Know how land use has changed over time
Know about pollution
Know how Thomas Hawksley helped provide clean water to Nottingham
Know about the Sustainable Development Goals

links to History

Gedling Borough

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Subject Endpoints

Skills
Identify and describe reasons for and against historical events, situations and changes
Describe and make links between events and situations
Identify a primary and secondary source of information and give reasons
Recall, select and organise information
Sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past
Devise historically valid questions using a range of questions types
Answer questions about the past using information I have gathered

Knowledge
Know changes in Gedling Borough over time
Understand population changes and reasons why
Know how the water system has improved and who made these improvements
Understand sustainability goals

Music

Old School Hip Hop
The Fresh Price of Belair by Will Smith

Subject Endpoints

Knowledge
Recognise instruments and features of key musical styles
Encourage confident discussion using accurate musical language
When listening to the music, find and internalise the pulse using movement
Listen with security and confidently
Use correct musical language consistently to describe the music you are listening to and your feelings towards it
Discuss other dimensions of music and how they fit into the music you are listening to
Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically

Skills
Listen and appraise
Singing
Playing an instrument
Composition Improvisation Performance

PE

Net and Wall Games (Tennis)

Subject Endpoints

Skills
Demonstrate successful hitting and striking skills
Develop a range of skills in striking
Develop forehand and backhand techniques
Practise the correct racket technique and use it in a game
Know where to hit the ball to score points

Knowledge
Use skills to keep up a rally with a partner
Compete in games of tennis

Orienteering (Colwick Park)

Subject Endpoints

Knowledge

Visit Colwick Park and use the course there.
Take part in orienteering activities

Striking and Fielding (Rounders)

Subject Endpoints

Skills
Use a bat to hit a ball with accuracy and control. Accurately serve underarm.
Use at least two different shots in a game situation.
Use hand-eye coordination to strike a moving and a stationary ball.
Develop different ways of throwing and catching.
Move with the ball using a range of techniques showing control and fluency.
Pass the ball with increasing speed, accuracy and success in a game situation
Contribute towards helping their team to keep and win back possession of the ball in a team game.
Make the best use of space to pass and receive the ball

Knowledge
Use a range of attacking and defending skills and techniques in a game
Use fielding skills as an individual to prevent a player from scoring
Perform and apply skills and techniques with control and accuracy
Take part in a range of competitive games and activities.
Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
Modify their use of skills or techniques to achieve a better result.

Computing

Self-image and Identity
Knowledge
To explain why others online might pretend to be someone else, including my friends, and suggest reasons they might do this.
To explain why someone would change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media).
To explain positive ways that you can interact with others online and how this will positively impact on how others perceive you.
To explain what consent means, and why this might be important in staying safe online.
To explain how identity online can be copied, modified, or altered.

Subject Endpoints
Skills
In this unit, children will use physical computing to explore the concept of selection in programming through the use of the BBC Micro Bit. They will break down a problem into its smaller steps and plan what needs to be written for each stage. The children are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure). They debug a program by decomposing a problem and creating a sub-solution for each of the parts.
Knowledge
Children will design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. They will use sequence, selection and repetition in programs and work with variables and various forms of input and output.

Information Technology - 3D Modelling
Subject Endpoints
Skills
In this unit, children will develop their knowledge and understanding of using a computer to produce 3D models. They will use ready-made templates and make a design using 3D modelling software. They will evaluate, refine, edit, and adapt models to suit a design brief. Their designs will demonstrate that they have considered the brief and can discuss changes they intend to make to refine them for printing.
Knowledge
Children will use 3D modelling software to design a 3D model to fit certain criteria

Digital Literacy
Online Relationships
Knowledge
To give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).
To explain that there are some people I communicate with online who may want to do me or my friends harm.
To explain how someone can get help if they are having problems and identify when to tell a trusted adult.

Foreign Languages

French

Les jeux olympiques
&
Les habitats

Subject Endpoints
Skills
Listen more attentively and for longer, understand more of what we hear, communicate on a wider range of topics and themes, remember and recall a range of vocabulary, understand longer passages and decode meaning of unknown words using context, write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement, revision of gender and nouns and learn to use and recognise the terminology of articles.

Knowledge
Describe an Olympian by their sporting title and say what particular sport they play using the verb 'faire'

Speak and write about different habits, plants and animals

PSHRE

Relationships

Subject Endpoints
Skills
Know how to keep building my own self-esteem
Recognise when an online community feels unsafe or uncomfortable
Recognise when an online community is helpful or unhelpful to me
Identify things I can do to reduce screen time, so my health isn't affected
Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

Knowledge
Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
Understand that belonging to an online community can have positive and negative consequences
Understand there are rights and responsibilities in an online community
Know there are rights and responsibilities when playing a game online
Recognise when I am spending too much time using devices (screen time)
Explain how to stay safe when using technology to communicate with my friends

Changing Me

Subject Endpoints

Knowledge
Have an awareness of my own self-image and how my body image fits into that
Explain how a girl's body changes during puberty
Describe how boys' and girls' bodies change during puberty
Understand that sexual intercourse can lead to conception
Identify what I am looking forward to about becoming a teenager
Identify what I am looking forward to when I move to my next class

Skills
Know how to develop my own self esteem
Understand that puberty is a natural process that happens to everybody
Express how I feel about the changes that will happen to me during puberty
Appreciate how amazing it is that human bodies can reproduce in these ways
Be confident that I can cope with the changes that growing up will bring