

# Year 5 Curriculum Summer Term

## English

### As readers

- Apply knowledge of root words, prefixes, suffixes, both to read aloud and to understand the meaning of new words
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Recommending books they have read to their peers, giving reasons for their choices
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform
- Drawing inferences

### As writers

- Write legibly, fluently
- Choosing the writing implement that is best suited for a task
- Identifying the audience for and purpose of the writing
- Noting & developing initial ideas
- Consider how authors develop characters & settings
- Select appropriate vocabulary and grammar
- In narratives, describe settings, characters, atmosphere
- Assessing the effectiveness of their own & others' writing
- Correct use of tense, subject, verb throughout
- Proof-read for spelling & punctuation errors

### As grammar experts

- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun
- Using commas to clarify meaning
- using brackets, dashes or commas to indicate parenthesis

## Creative Technology

### As artists

- To create sketch books to record their observations and use them to review ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- Learn about the greatest artists, architects and designers in history
- Select from and use a wider range of tools and equipment to perform practical tasks e.g cutting, shaping, joining and finishing accurately
- Use research & develop design criteria
- Investigate and analyse a range of existing products
- Evaluate their ideas and criteria and consider the views of others to improve their work

## Computing

### As computer technologists

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs
- Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact

## Mathematics

### Number/calculation

- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers
- solve number problems
- add and subtract whole numbers with more than 4 digits and mentally
- use correct vocabulary
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication

### As mathematicians

#### Geometry & Measures

- identify 3-D shapes
- know angles are measured in degrees: draw angles
- use the properties of rectangles to find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language
- complete, read and interpret information in tables, including timetables

#### Fractions

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction,
- recognise mixed numbers and improper fractions and convert
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions (e.g. 0.71 = 71/100)
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- read, write, order and compare numbers with up to three decimal places and solve problems

## Personalised Learning

### As learners

- Focus on reading and writing according to the student's needs

## History

### As historians

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Summer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

## Modern Languages

### As linguists

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations: ask and answer questions: express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud
- read carefully and show understanding of words, phrases and simple writing
- describe people, places and actions orally and in writing
- understand basic grammar

## Music

### As musicians

- Explore beat, patterns and layers in music through a Mayan theme
- Reading simple music notation
- Improving playing instruments to a beat and creating Accompaniments to songs
- Compose in small teams, exploring pentatonic music

## Science

### As scientists

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity
- using test results to make predictions to set up further comparative and fair tests
- identifying scientific evidence that has been used to support or refute ideas or arguments

## Geography

### As geographers

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycles
- Human geography, including: types of settlement and land use, economic activity including trade links
- Use maps, atlases, globes and digital/computer mapping to locate countries
- Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (inc the use of Ordnance Survey maps) and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

## Physical Education

- Striking and field, rounders and cricket
- Athletics learning running techniques and the importance of warm up and cool down
- Net wall games e.g. tennis (short)

## Religious Studies

- What is a sacred space?
- What can we learn from myths? Philosophy

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