

CURRICULUM OVERVIEW

YEAR 5 Summer

MATHS

We will revise a number of key concepts this term, including mental and written methods for all four operations. We will consolidate and extend our understanding of decimals. We will be exploring 2D and 3D shapes. We will classify and sort shapes using different properties. This will include a lot of new vocabulary and concepts. We will describe position by using coordinates in different quadrants as well as describing translations and reflections. We will be using protractors and pairs of compasses to help us learn about angles. We will name, measure and draw shapes with different angles. We will also calculate missing angles. We will also be delving into the world of measurement. We will learn about volume, and capacity as well as linear units of measurement. We will convert between units and solve different kinds of problems.

SCIENCE

We will learn about the movement of the Earth, and other planets, relative to the Sun in the solar system. We will also learn about the phases of the moon and seasons. We will make models and make observations to help our understanding

We will also take the opportunity of the sunshine to investigate shadows and use them to describe the 'movement' of the sun.

We will also learn about some of the famous scientists who have developed our understanding of our Solar System and the Universe.

INFORMATION

P.E will continue to be on **Tuesday** and **Friday**.

HOMEWORK

There will be an English or Maths homework set every week.

Homework will be set in homework books every **Thursday** and expected back by **Monday**.

Children should be reading every night for at least **30 minutes**. Please try to hear your child read.

DATES

Please see headlines for upcoming events.

**VALUES – Passion, Respect,
Teamwork, Honesty,
Determination, Self-Belief**

ENGLISH

Have you ever wondered what exactly does go bump in the night? We will study the amazing evidence about some mysterious cases and make up our own minds. We will be writing newspaper reports, eye-witness accounts, interviews and much more. Things are not always what they seem - until they are, then you might wish you had never asked!

We will be reading 'Hidden Figures' by Margot Lee Shetterly. We will be learning about the achievements and determination of four women during a key moment in American and world history. We will write for different purposes in different contexts.

Alongside all of this, we will continue to learn **Spellings, Punctuation And Grammar**.

Music

Improvise and compose music for a range of purposes
Listen with attention to detail and recall sounds with increasing aural memory

Play and perform in solo and ensemble contexts

This term we are going to be composing a vocal composition in response to a colour. We will then record our compositions in written form and then work as a group to perform a piece of music.

Geography

Name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

We will enquire about National Parks. We will investigate the significant physical and human aspects of the parks. We will use maps to locate the parks, compare various geographical aspects of different parks and consider why these places have been selected as important. Later, when learning about sustainability the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, sustainable cities and conduct an enquiry into how the school can become more sustainable.

RE

Reflect on different understandings of how / why the world began and to explore their own ideas about the question.

Understand that most Christians believe the Church is a vital part of God's Kingdom.

We will learn about how the Christian church began. We will look at the church in different countries and then think about what a 'church' means for Christians. We will explore diverse religious creation accounts, as well considering what non-religious people may believe about how the world began.

DT

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Select from and use a wider range of materials and components, including ingredients

We will research, cook and prepare a savoury potato and vegetable dish. We will focus on the skills of preparation and hygiene.

Art.

To improve their mastery of art and design techniques, including drawing, painting.

To develop understanding of great artists, architects and designers in history.

This term we focus on landscape. We will learn about David Hockney. We will study examples of landscape, investigate colour and colour mixing. We will make preparatory sketches and find out about perspective. Finally, we will paint our own landscapes.

PSHE

To develop resilience to help develop understanding of self, relationships and well-being.

Understand personal strengths, skills, qualities and interests that may point toward possible opportunities, aspirations and careers.

Mrs Gailor will be leading sessions with a variety of activities that will reflect upon situations that children may find themselves in and lead them towards acquiring skills and strategies to help them cope. Later, we will be thinking and reflecting on ourselves and our own strengths and avenues to success later in life. We will consider equal opportunities and stereotypes.

Computing

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use technology safely, respectfully and responsibly; recognise acceptable behaviour

We will start to create vector drawings by using different drawing tools to create images. We will layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

Later, we will revisit how conditions can be used in programs and learn how the If... Then... Else structure can be used to select different outcomes. We will then construct quiz programs using Scratch.

PE

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Within Athletics we will set challenges for running, jumping and throwing. We will be thinking about how to achieve our greatest possible speed, height, distance or accuracy and learn how to persevere to achieve our personal best. Later, children will work individually, collaboratively in pairs and groups to solve problems, share ideas to create strategies and plans to produce the best solution to a challenge. We will also be practising coordination and friendly competition in rounders and handball