

## Year 5 Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14										
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>						Assessment Week	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>						Assessment Week										
	<b>Spring 2 Lockdown catch up</b>							<b>Ready to Progress Guidance –</b>																
	<p><b>Ready to Progress Guidance –</b></p> <p><b>5NPV–1</b> Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01</p> <p><b>5NPV–2</b> Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning</p> <p><b>5NPV–3</b> Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each</p> <p><b>5NPV–4</b> Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts</p> <p><b>5NPV–5</b> Convert between units of measure, including using common decimals and fractions.</p> <p><b>5NF–1</b> Secure fluency in multiplication table facts, and corresponding division facts, through continued practice</p> <p><b>5NF–2</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)</p> <p><b>5MD–1</b> Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size</p> <p><b>5MD–2</b> Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors</p> <p><b>5MD–3</b> Multiply any whole number with up to 4 digits by any one-digit number using a formal written method</p> <p><b>5MD–4</b> Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context</p> <p><b>5F–1</b> Find non-unit fractions of quantities</p> <p><b>5F–2</b> Find equivalent fractions and understand that they have the same value and the same position in the linear number system</p> <p><b>5F–3</b> Recall decimal fraction equivalents for <math>1/2</math>, <math>1/4</math>, <math>1/5</math> and <math>1/10</math>, and for multiples of these proper fractions</p> <p><b>5G–1</b> Compare angles, estimate and measure angles in degrees (<math>^{\circ}</math>) and draw angles of a given size.</p>						<p><b>Rest of Year 5 curriculum</b></p> <ul style="list-style-type: none"> <li>To add and subtract numbers mentally with increasingly large numbers</li> <li>To solve number problems and practical problems that involve all of the above</li> <li>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2/5 + 4/5 = 6/5 = 1\ 1/5</math>]</li> <li>To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>To read, write, order and compare numbers with up to 3 decimal places</li> <li>To read and write decimal numbers as fractions [for example, <math>0.71 = 71/100</math>]</li> <li>To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> <li>To round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</li> <li>To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</li> <li>To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>To 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</li> <li>To use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>To identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> </ul>						<p><b>Ready to Progress Guidance –</b></p> <p><b>5NPV–1</b> Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. 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HALF TERM



## Year 5 Summer Term Curriculum Overview 2021

DT	<p><b>Space:</b></p> <ul style="list-style-type: none"> <li>• Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>• Draw up a specification for their design, link with other subjects</li> <li>• Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</li> <li>• Understand that mechanical and electrical systems have an input, process and output</li> <li>• Begin to measure and mark out more accurately</li> <li>• Select the most appropriate techniques and tools to make my product</li> <li>• Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product</li> <li>• Come up with solutions to problems as they happen</li> <li>• Describe the qualities of my material and say why it will be the most suitable choice</li> <li>• I have used a number of materials and joined them so they are strong</li> <li>• I use my art skills to add design or detail to my product</li> <li>• Evaluate their work both during and at the end of the assignment</li> <li>• Evaluate the key designs of individuals in design and technology has helped shape the world.</li> </ul>					
COMPUTING	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 5.4 Databases – Programs; 2Investigate (database), Avatar creator - Catch up Spring Term</b></p> <ul style="list-style-type: none"> <li>• To learn how to search for information on a database</li> <li>• To contribute to a class database</li> <li>• To create a database around a chosen topic.</li> </ul>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 5.7 Concept Maps – Programs; 2Connect</b></p> <ul style="list-style-type: none"> <li>• To understand the need for visual representation when generating and discussing complex ideas</li> <li>• To understand and use the correct vocabulary when creating a concept map</li> <li>• To understand how a concept map can be used to retell stories and information.</li> </ul>	<p><b>Continuation</b>  <b>COMPUTING STRAND: Information Technology</b>  <b>Unit 5.7 Concept Maps – Programs; 2Connect</b></p> <ul style="list-style-type: none"> <li>• To create a collaborative concept map and present this to an audience.</li> </ul>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 5.6 3D Modelling – Programs; 2Design and Make</b></p> <ul style="list-style-type: none"> <li>• To be introduced to 2Design and Make</li> <li>• To explore the effect of moving points when designing</li> <li>• To understand designing for a purpose</li> <li>• To understand printing and making.</li> </ul>	Catch up / Consolidation	
PE	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>• To work with a partner to score runs</li> <li>• To start sprints with power to run between wickets</li> <li>• To select a shot to direct the ball</li> <li>• To throw a ball for accuracy</li> <li>• To use the short throw to run players out</li> <li>• To position to catch the ball for run outs in game scenario</li> <li>• To wicket to stump and run out batters</li> <li>• To anticipate the rise of the bowled ball</li> <li>• To wicket in a game situation</li> <li>• To increase accuracy of overarm bowling, considering flexibility</li> <li>• To overarm bowl with a run up</li> <li>• To apply overarm bowling consistently in a game</li> <li>• To recognise when to play a defensive shot</li> <li>• To play a forward defensive shot in isolation</li> <li>• To attempt a forward defensive shot in a game situation</li> <li>• To attempt a range of shots in a game situation</li> <li>• To bowl with accuracy from a short run</li> <li>• To field with some awareness of batter’s strengths.</li> </ul>			<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To run as part of a relay team for speed and distance</li> <li>• To run as long as possible as an individual</li> <li>• To identify and use appropriate encouragement for team mates</li> <li>• To measure distance of run in given time</li> <li>• To recognise the importance of setting a pace for longer runs</li> <li>• To work to improve distance covered in set times</li> <li>• To identify and recognise most effective jumping styles for distance</li> <li>• To set targets to jump further</li> <li>• To explore combining jumping sequences e.g. hop, step, jump</li> <li>• To develop push technique using a variety of objects</li> <li>• To compare and contrast the differences between pushing a variety of objects</li> <li>• To use throw accurately and aim for targets</li> <li>• To perform baton exchange as part of a relay team</li> <li>• To anticipate when to start moving on exchange</li> <li>• To perform baton exchange in a given area</li> <li>• To develop as a small group either a run, jump or throwing event</li> <li>• To choose appropriate distance, equipment, time and space.</li> </ul>		

- Salads:**
- Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
  - Start to understand how much products cost to make, *Is it good value for money?*
  - With growing confidence select appropriate materials, tools and techniques.
  - Weigh and measure accurately (time, dry ingredients, liquids).
  - Prepare and cook, mainly savoury salads using skills learnt across the key stage to produce a balanced, healthy lunch.
  - Start to evaluate a product against the original design specification and ask for audience feedback.

**Chefs:**  
 School Kitchen, Jamie Oliver

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MUSIC

### Unit: The Fresh Prince of Bel Air

Styles covered (Historical context): Hip-hop

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.

#### MUSIC STRAND: Listen & Appraise

Recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.

#### MUSIC STRAND: Musical Activities

##### Games

- Internalise, understand, feel, know how the dimensions of music work together
- Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics
- Explore the link between sound and symbol.

##### Singing

- Sing, learn about singing and vocal health
- Continue to learn about working in a group/band/ensemble.

##### Playing

- Play a classroom/band instrument in a group/band/ensemble
- Explore the link between sound and symbol.

##### Improvisation

- Explore and create your own responses, melodies and rhythm.

##### Composition

- Create your own responses, melodies and rhythms and record them in some way
- Explore the link between sound and symbol.

#### MUSIC STRAND: Perform/Share

- Work together in a group/band/ensemble and perform to each other and an audience

Discuss/respect/improve your work together.

### Unit: Make you feel my love

Styles covered (Historical context): Pop Ballads

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.

#### MUSIC STRAND: Listen & Appraise

Recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.

#### MUSIC STRAND: Musical Activities

##### Games

- Internalise, understand, feel, know how the dimensions of music work together
- Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics
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<b>RSHE/ PSHE</b>	<p><b><u>Well-Being Wednesdays</u></b></p> <ul style="list-style-type: none"> <li>To recognise that anyone can experience mental health difficulties and identify factors that affect emotional health and well-being. They should know that it's important to discuss feelings with a trusted adult</li> <li>To challenge the stigma around mental health and well-being</li> <li>To identify ways they can self-improve including setting goals and targets for themselves and responding positively to such changes. They will learn strategies to be more resilient and have a growth mind-set</li> <li>To respect differences and similarities between people and recognise what they have in common E.g. Developing ways to support children with autism.</li> </ul> <p><b><u>RSHE</u></b></p> <ul style="list-style-type: none"> <li>To know when puberty is likely to happen. They can explain the main emotional and physical changes that happen during puberty</li> <li>To know why puberty happens. They can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen</li> <li>To know that young people can experience puberty differently and at different times. They can describe some of the different emotions young people can have at puberty and how they might manage them</li> <li>To know how to stay clean during puberty. They know how to get help and support during puberty.</li> </ul> <p><b><u>Healthy Living</u></b></p> <ul style="list-style-type: none"> <li>To know why and how to keep safe in the sun and protect skin from sun damage</li> <li>To learn about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> </ul> <p><b><u>Autism Awareness Week</u></b></p> <ul style="list-style-type: none"> <li>To know about the factors that make people the same or different</li> <li>To develop ways to support children with autism.</li> </ul>	<p><b><u>Cross – Curricular links with English (London-Eye Mysteries)</u></b></p> <ul style="list-style-type: none"> <li>To know about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>To know about the factors that make people the same or different.</li> </ul> <p><b><u>Cross-Curricular links with D&amp;T – Making Salads</u></b></p> <ul style="list-style-type: none"> <li>To understand the concept of 'self-control' to help them manage a healthy lifestyle</li> <li>To learn what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity.</li> </ul> <p><b><u>Cross-Curricular with Science – Human Body and Circle of Life</u></b></p> <ul style="list-style-type: none"> <li>RSHE objectives from earlier in the summer term are consolidated through this Science topic.</li> </ul> <p><b><u>Money Week</u></b></p> <ul style="list-style-type: none"> <li>To know that some things are better value for money than others and to make comparisons between prices when deciding what is best value for money</li> <li>To know that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)</li> <li>To be able to discuss how making informed choices can help us make the most of our money</li> <li>To run a simple marketing project in teams.</li> </ul> <p><b><u>British Values</u></b></p> <p><b><u>Rule of Law</u></b></p> <ul style="list-style-type: none"> <li>To explore rules, learning their value and purpose</li> <li>To consider the consequences if rules did not exist in society</li> <li>To learn how Parliament makes laws and how these laws are enforced in society.</li> </ul> <p><b><u>Individual Liberty</u></b></p> <ul style="list-style-type: none"> <li>To explore the right to live in freedom and individual liberty</li> <li>To explore ways people can support other people's right to live in freedom and individual liberty</li> <li>To understand that individual liberty has to be within the rules.</li> </ul>
<b>FRENCH</b>	<p><b><u>Chez Moi</u></b></p> <ul style="list-style-type: none"> <li>To say whether they live in a house or an apartment and say where it is</li> <li>To repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French</li> <li>To tell somebody in French what rooms they have or do not have in their home</li> <li>To ask somebody else in French what rooms they have or do not have in their home</li> <li>To attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>	<p><b><u>Les Vêtements (Clothes)</u></b></p> <ul style="list-style-type: none"> <li>To repeat and recognise the vocabulary for a variety of clothes in French</li> <li>To use the appropriate genders and articles for these clothes</li> <li>To use the verb PORTER in French with increasing confidence</li> <li>To say what they wear in different weather/situations</li> <li>To describe clothes in terms of their colour and apply adjectival agreement</li> <li>To use the possessives with increased accuracy.</li> </ul>

## Year 5 Summer Term Curriculum Overview 2021

15

### Parasha:

- Tazria-Metzora: To understand the basic laws of lashon hara
- Acharei Mot-Kedoshim: To understand how important honesty is in Judaism
- Emor: To understand why it is important to be sensitive to the needy
- Beha'alotecha: To know that with every action we take there are consequences.

### Skills:

- To identify a Rashi script letter from block and normal script
- To know how to translate 15 common Rashi words
- To be able to read a two syllable word in Rashi script.

### Topic: Etgar

- Israel: To know who the important leaders of Israel are
- Jewish History: To know where Jews have lived in the past and who Sephardim and Ashkenazim are
- Mishkan: To know what was inside the Mishkan and what the Kohel Gadol wore
- Jewish calendar: To know the order of events throughout the entire Jewish calendar.

### Chagim: Yom Hazikaron, Yom Haatzmaut, Lag B'omer, Yom Yerushalayim & Shavuot

- To be familiar with the following names + their key contribution: Theodore Herzl, Chaim Weizmann, Rav Kook, Eliezer Ben Yehudah and David Ben Gurion
- To appreciate that the Torah contains 613 Mitzvot in total (248- positive laws +365 negative laws) - no person can keep all the Mitzvot as they are gender based, Israel based, and time based etc
- To know the main characters and their roles in the story of Rut.

### Parasha:

- Korach: To understand the importance in trusting leaders
- Chukat: To evaluate our own trust in Hashem
- Pinchas: To understand the purpose of Rosh Chodesh
- Mattot-Masei: To understand how Hashem values people more than their possessions
- Devarim: To know the importance of choosing good role models in life.

### Skills:

- To know how to translate 25 common Rashi words
- To be able to read a three syllable word in Rashi script.

### Etgar:

- Mishnah and the Sages: To know what the Mishnah was and who were the leading Rabbis
- Tanach Overview: To know what the books of the Tanach are and the important people spoken about
- Important Mitzvot: To know basic mitzvot about how we view other people and their sources in the Torah.

### Chagim: 3 Weeks

- Knows the ways in which we remember the destruction of the Bet HaMikdash today i.e. breaking a glass under the chupah, leaving a section of a wall in one's home undecorated
- Knows that Megillat Eichah is read in the evening of Tisha B'Av.