

Year 5 Summer Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.				Assessment Week
	Ready to Progress Guidance – 5NPV–1 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 5NPV–2 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 5NPV–3 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 5NPV–4 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 5NPV–5 Convert between units of measure, including using common decimals and fractions. 5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth) 5MD–1 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 5MD–2 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 5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method 5MD–4 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 5F–1 Find non-unit fractions of quantities 5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system 5F–3 Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions Rest of Year 5 curriculum <ul style="list-style-type: none"> • To add and subtract numbers mentally with increasingly large numbers • To solve number problems and practical problems that involve all of the above • To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] • To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • 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 • To read, write, order and compare numbers with up to 3 decimal places • To read and write decimal numbers as fractions [for example, $0.71 = 71/100$] • To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • To round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • 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 				

HALF TERM

Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
On-going application of mental, communication, problem solving and reasoning skills.						Assessment Week
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ENGLISH	<p><u>The London Eye Mystery by Siobhan Dowd</u></p> <ul style="list-style-type: none"> To enjoy exciting stories with memorable characters Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence Explain and discuss understanding of what has been read To write a range of texts based on fictional experiences To write a character study To write in a chosen form for a selected audience. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Recount Conversation/ Discussion Poetry Character study Writing in a chosen form for a chosen audience Persuasion. 				
	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> To describe the changes as humans develop to old age. <p>Star Scientist – Jane Goodall.</p>				
SCIENCE					
HISTORY					
GEOGRAPHY	<p><u>What is it like in the Amazon?</u></p> <ul style="list-style-type: none"> To understand what the Amazon is and where it is located To understand the Amazon's climate and how the native animals are adapted to it To research and write a report about the Amazonian city of Manaus To understand what life is like in the Amazon and how it is changing To understand how the Amazon is being damaged and how it can be protected To show the value of the Amazon, and how it can be protected. 				
ART					

<p><u>Varmints (part one) by Helen Ward, illustrated by Marc Craste</u></p> <ul style="list-style-type: none"> To explore, interpret and respond to illustrations in a picture book To empathise with characters and explore their dilemmas To enjoy a story and discuss its meanings To build an imaginative picture of a fantasy world, based on real life experiences To explore these through role play and writing in role To write own stories inspired by the book in a different format To be able to write from the perspective of a character in a story. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Note taking Written argument Newspaper article Poetry Write a commentary Letter Script writing Story writing. 						
<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> To describe the movement of the earth, and other planets, relative to the Sun in the solar system To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p>Star Scientists – Galileo Galilei, Ptolemy, Copernicus and Tim Peake.</p> <p><u>Would the Vikings do anything for money?</u></p> <ul style="list-style-type: none"> To understand why there are differing accounts of what happened during the raid on Lindisfarne To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave To know when, where and why the Vikings settled in Britain To present a valid argument for whether King Alfred deserved the title 'Great' To know what evidence we have about the Vikings, and to evaluate the quality of the evidence To create a Viking saga reflecting what you know about the Vikings. 						

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

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MUSIC	<p>Unit: Looping and remixing: Dance music</p> <p>Ongoing Focus: Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well-known song before putting a dance music spin to it.</p> <p>Playing their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes. Creating their own remix using fragments of a known song.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> • Performing • Listening • Composing
	<p>Day to day issues / Assemblies</p> <ul style="list-style-type: none"> • 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 • To challenge the stigma around mental health and well-being • 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 • To respect differences and similarities between people and recognise what they have in common E.g. Developing ways to support children with autism. <p>RSHE</p> <ul style="list-style-type: none"> • To know when puberty is likely to happen. They can explain the main emotional and physical changes that happen during puberty • 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 • 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 • To know how to stay clean during puberty. They know how to get help and support during puberty. <p>Healthy Living</p> <ul style="list-style-type: none"> • To know why and how to keep safe in the sun and protect skin from sun damage • 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. <p>Autism Awareness Week</p> <ul style="list-style-type: none"> • To know about the factors that make people the same or different • To develop ways to support children with autism.
SRE/ PSHE	<p>Day to day issues / Assemblies</p> <ul style="list-style-type: none"> • 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 • To challenge the stigma around mental health and well-being • 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 • To respect differences and similarities between people and recognise what they have in common E.g. Developing ways to support children with autism. <p>RSHE</p> <ul style="list-style-type: none"> • To know when puberty is likely to happen. They can explain the main emotional and physical changes that happen during puberty • 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 • 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 • To know how to stay clean during puberty. They know how to get help and support during puberty. <p>Healthy Living</p> <ul style="list-style-type: none"> • To know why and how to keep safe in the sun and protect skin from sun damage • 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. <p>Autism Awareness Week</p> <ul style="list-style-type: none"> • To know about the factors that make people the same or different • To develop ways to support children with autism.
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<p>Unit: Musical theatre</p> <p>Ongoing Focus: Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.</p> <p>Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> • Performing • Listening • Composing
<p>Cross – Curricular links with English (London-Eye Mysteries)</p> <ul style="list-style-type: none"> • To know about different types of relationships (friends, families, couples, marriage, civil partnership) • To know about the factors that make people the same or different. <p>Cross-Curricular links with D&T – Making Salads</p> <ul style="list-style-type: none"> • To understand the concept of 'self-control' to help them manage a healthy lifestyle • 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. <p>Cross-Curricular with Science – Human Body and Circle of Life</p> <ul style="list-style-type: none"> • RSHE objectives from earlier in the summer term are consolidated through this Science topic. <p>Money Week</p> <ul style="list-style-type: none"> • 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 • To know that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) • To be able to discuss how making informed choices can help us make the most of our money • To run a simple marketing project in teams. <p>British Values</p> <p>Rule of Law</p> <ul style="list-style-type: none"> • To explore rules, learning their value and purpose • To consider the consequences if rules did not exist in society • To learn how Parliament makes laws and how these laws are enforced in society. <p>Individual Liberty</p> <ul style="list-style-type: none"> • To explore the right to live in freedom and individual liberty • To explore ways people can support other people's right to live in freedom and individual liberty • To understand that individual liberty has to be within the rules.

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FRENCH	<p>As-tu Un Animal? (Do You Have A Pet?)</p> <ul style="list-style-type: none"> To repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French To tell somebody in French if they have or do not have a pet To ask somebody else in French if they have a pet To tell somebody in French the name of their pet To attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”).
IS	<p>Chagim: Yom Ha’atzmaut</p> <ul style="list-style-type: none"> To be familiar with the following names + their key contribution: Theodore Herzl, Chaim Weizmann, Rav Kook, Eliezer Ben Yehudah and David Ben Gurion (Etgar) Know what trouble the Jewish people had living in exile before the state of Israel and how that motivated Herzl to find a solution Know why Israel was chosen by the Zionist movement. <p>Chagim: Lag B’omer</p> <ul style="list-style-type: none"> To understand why bonfires are made on Lag B’omer To understand what restrictions we have during the omer. <p>Chagim: Shavuot</p> <ul style="list-style-type: none"> 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 Knows the main characters and their roles in the story of Rut Knows the names of the five Megillot and when each are read. Knows the difference between Shavuot in Eretz Yisrael and Shavuot in Chutz La’aretz. Know the story of Rut in depth. <p>Parasha:</p> <ul style="list-style-type: none"> Acharei Mot-Kedoshim: To understand how important honesty is in Judaism Emor: To understand why it is important to be sensitive to the needy Behar-Bechukotai: To understand the basic idea of shmittah. <p>Topics Etgar</p> <ul style="list-style-type: none"> 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 Jewish calendar: To know the order of events throughout the entire Jewish calendar. <p>Skills:</p> <ul style="list-style-type: none"> 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.

<p>Les Vêtements (Clothes)</p> <ul style="list-style-type: none"> To repeat and recognise the vocabulary for a variety of clothes in French To use the appropriate genders and articles for these clothes To use the verb PORTER in French with increasing confidence To say what they wear in different weather/situations To describe clothes in terms of their colour and apply adjectival agreement To use the possessives with increased accuracy.
<p>Parasha:</p> <ul style="list-style-type: none"> Nasso: To understand why each gift of the tribes is described in the parsha Behalotecha: To understand why the leaders of the tribe were chosen Korach: To understand why the community’s interest can be more important than our own sometimes Chukat: To understand why we are all role models Balak: To know people have differences and that we should acknowledge them Pinchas: To understand how every situation is different. <p>Topics Etgar</p> <ul style="list-style-type: none"> 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 To understand what Tzitzit, Tefillin and Mezuzah are and what components make them up To understand which numbers in Judaism are special. <p>Skills:</p> <ul style="list-style-type: none"> To know how to translate 25 common Rashi words To be able to read a three syllable word in Rashi script To review Hebrew reading rules. <p>Chagim: Three Weeks</p> <ul style="list-style-type: none"> 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 Knows the general outline of Megillat Eichah and examples of the special tune used Knows what the term "zecher le'churban" means – remembering where we came from.