

## Year 5 Summer Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>				Assessment Week	<b>HALF TERM</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>				Assessment Week	
	<ul style="list-style-type: none"> <li>• To understand and use degrees</li> <li>• To classify angles</li> <li>• To estimate angles</li> <li>• To measure angles up to 180 degrees</li> <li>• To draw lines and angles accurately</li> <li>• To calculate angles around a point</li> <li>• To calculate angles on a straight line</li> <li>• To look at lengths and angles in shapes</li> <li>• To identify regular and irregular polygons</li> <li>• To look at 3D shapes</li> <li>• To read and plot coordinates</li> <li>• To problem solve with coordinates</li> <li>• To use translation</li> <li>• To use translation with coordinates</li> <li>• To look at lines of symmetry</li> <li>• To reflect in horizontal and vertical lines</li> <li>• To use known facts to add and subtract decimals within 1</li> <li>• To complement to 1</li> <li>• To add and subtract decimals across 1</li> <li>• To add decimals with the same number of decimal places</li> <li>• To add decimals with different numbers of decimal places</li> <li>• To look at efficient strategies for adding and subtracting decimals</li> <li>• To look at decimal sequences</li> <li>• To multiply by 10,100 and 1,000</li> <li>• To divide by 10,100 and 1,000</li> <li>• To multiply and divide decimals – missing values.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand negative numbers</li> <li>• To count through zero in 1s</li> <li>• To count through zero in multiples</li> <li>• To compare and order negative numbers</li> <li>• To find the difference</li> <li>• To convert units of measurement</li> <li>• To look at kilograms and kilometres</li> <li>• To look at millimetres and millilitres</li> <li>• To convert units of length</li> <li>• To convert between metric and imperial units</li> <li>• To convert units of time</li> <li>• To calculate with timetables</li> <li>• To understand volume</li> <li>• To look at cubic centimetres</li> <li>• To compare volume</li> <li>• To estimate volume</li> <li>• To estimate capacity.</li> </ul>										
<b>ENGLISH</b>	<b><u>The London Eye Mystery by Siobhan Dowd</u></b>				<b><u>The London Eye Mystery by Siobhan Dowd</u></b>							
	<ul style="list-style-type: none"> <li>• To enjoy exciting stories with memorable characters</li> <li>• Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence</li> <li>• Explain and discuss understanding of what has been read</li> <li>• To write a range of texts based on fictional experiences</li> <li>• To write a character study</li> <li>• To write in a chosen form for a selected audience.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Conversation/ Discussion</li> <li>• Poetry</li> <li>• Character study</li> <li>• Writing in a chosen form for a chosen audience</li> <li>• Persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>• To enjoy exciting stories with memorable characters</li> <li>• Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence</li> <li>• Explain and discuss understanding of what has been read</li> <li>• To write a range of texts based on fictional experiences</li> <li>• To write a character study</li> <li>• To write in a chosen form for a selected audience.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Conversation/ Discussion</li> <li>• Poetry</li> <li>• Character study</li> <li>• Writing in a chosen form for a chosen audience</li> <li>• Persuasion.</li> </ul>										

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<b>SCIENCE</b>	<p><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>To describe the changes as humans develop to old age.</li> </ul> <p>Star Scientist – Jane Goodall.</p>	<b>SCIENCE WEEK</b>	<p><b><u>Earth and Space</u></b></p> <p>See objectives in Week 6-10</p>			<p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>To describe the movement of the earth, and other planets, relative to the Sun in the solar system</li> <li>To describe the movement of the Moon relative to the Earth</li> <li>To describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li> <li>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> </ul> <p>Star Scientists – Galileo Galilei, Ptolemy, Copernicus and Tim Peake.</p>
<b>HISTORY</b>						<p><b><u>Would the Vikings do anything for money?</u></b></p> <ul style="list-style-type: none"> <li>To understand why there are differing accounts of what happened during the raid on Lindisfarne</li> <li>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</li> <li>To know when, where and why the Vikings settled in Britain</li> <li>To present a valid argument for whether King Alfred deserved the title ‘Great’</li> <li>To know what evidence we have about the Vikings, and to evaluate the quality of the evidence</li> <li>To create a Viking saga reflecting what you know about the Vikings.</li> </ul>
<b>GEOGRAPHY</b>	<p><b><u>What is it like in the Amazon?</u></b></p> <ul style="list-style-type: none"> <li>To understand what the Amazon is and where it is located</li> <li>To understand the Amazon’s climate and how the native animals are adapted to it</li> <li>To research and write a report about the Amazonian city of Manaus</li> <li>To understand what life is like in the Amazon and how it is changing</li> <li>To understand how the Amazon is being damaged and how it can be protected</li> <li>To show the value of the Amazon, and how it can be protected.</li> </ul>					
<b>ART</b>						
<b>DT</b>	<p><b><u>Space (pneumatics):</u></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 pneumatic systems have an input, process (inflation) 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>Build and explore a variety of pneumatic devices</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>Recognise that many different materials can be used on a product e.g. a bag, some to stiffen, some to provide comfort and some for appearance</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>					<p><b><u>Salads:</u></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>Start to understand how much products cost to make, <i>Is it good value for money?</i></li> <li>With growing confidence select appropriate materials, tools and techniques.</li> <li>Weigh and measure accurately (time, dry ingredients, liquids).</li> <li>Prepare and cook, mainly savoury salads using skills learnt across the key stage to produce a balanced, healthy lunch.</li> <li>Start to evaluate a product against the original design specification and ask for audience feedback.</li> </ul> <p><b><u>Chefs:</u></b></p> <p>School Kitchen, Jamie Oliver</p>

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<b>COMPUTING</b>	<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>	<b>COMPUTING</b>	<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> <li>To create a collaborative concept map and present this to an audience.</li> </ul>
<b>PE</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To understand pace and apply different speeds over varying distances.</li> <li>To develop fluency and co-ordination when running for speed.</li> <li>To develop technique in relay changeovers.</li> <li>To build momentum and power in the triple jump.</li> <li>To develop throwing with force for longer distances.</li> <li>To develop throwing with greater control and technique.</li> </ul>	<b>PE</b>	<p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>To use the serve with consideration of attacking principles.</li> <li>To develop the fast catch volley with consideration of attacking principles.</li> <li>To develop the set shot and use it to pass to a teammate.</li> <li>To recap the set shot and develop the dig, identifying when to use each.</li> <li>To use a variety of shots to keep a continuous rally going.</li> <li>To apply rules, skills and principles to play against an opponent.</li> </ul>
<b>MUSIC</b>	<p><b>Unit: Looping and remixing: Dance music</b></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><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>	<b>MUSIC</b>	<p><b>Unit: Musical theatre</b></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><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>

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<b>SRE/ PSHE</b>	<p><b>Healthy Living</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>Preparing to be citizens in society</b></p> <ul style="list-style-type: none"> <li>To respond to, or challenge, negative behaviours such as stereotyping and aggression.</li> <li>To learn that similarities and differences between people arise from a number of factors including family, cultural, ethnic, racial, and religious diversity, age, sex, gender identity, sexual orientation, and disability.</li> <li>To appreciate the range of national, regional, religious, and ethnic identities in the UK.</li> <li>To begin to understand how the media influences people choices and decisions. They are aware that people can feel pressured by media, including social networking.</li> </ul> <p>British Values – The Rule of Law</p>	<p><b>Cross – Curricular links with English (London-Eye Mysteries)</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>Cross-Curricular links with D&amp;T – Making Salads</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>Cross-Curricular with Science – Human Body and Circle of Life</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>Transition</b></p> <ul style="list-style-type: none"> <li>To be given strategies to manage the transition between Year 5 and Year 6.</li> </ul> <p><b>Money Week</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>British Values – Individual Liberty</p>
<b>FRENCH</b>	<p><b>Olympics (The Olympic Games)</b></p> <ul style="list-style-type: none"> <li>To tell somebody in French the key facts of the history of the Olympics</li> <li>To tell somebody in French the key facts of the modern Olympic games</li> <li>To look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French</li> <li>To say the nouns in French for key sports in the current Olympic games</li> <li>To conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play</li> <li>To understand the concept of de la, de l’ and du when you say you play a sport in French.</li> </ul>	<p><b>Les Planètes (The Planets)</b></p> <ul style="list-style-type: none"> <li>To name and recognise the planets in French on a solar system map</li> <li>To spell at least 5 planets in French</li> <li>To say an interesting fact about at least 4 of the planets</li> <li>To explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</li> </ul>

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### Chagim: Yom Ha'atzmaut

- 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.

### Chagim: Lag B'omer

- To understand why bonfires are made on Lag B'omer
- To understand what restrictions we have during the omer

### Chagim: Shavuot

- 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.

### Parasha:

- Kedoshim: To understand how important honesty is in Judaism
- Emor: To understand why it is important to be sensitive to the needy
- Behar: Valuing family possessions
- Bechukotai: Everything that happens is for the best
- Bamidbar: to understand why Hashem counted the people of Israel and the meaning of humility.

### Topics 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
- Brachot: To know the various brachot we say on things other than food.

### 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.

### Parasha:

- Behalotecha: To understand why the leaders of the tribe were chosen
- Shalach-Lecha: To learn an important lesson about how we view ourselves from the parasha
- 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.

### Topics Etgar

- 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
- To know the Hebrew dates and chaggim corresponding to each Hebrew month.

### Skills:

- 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.

### Chagim: Three 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
- 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.