

Y5 Summer Overview

Writing		Maths
Based on Letters from the Lighthouse & Pandora (Literacy Shed) <i>Genres covered:</i> Narrative, Newspaper Report, Character Description, diary entry, write in role from different viewpoints, use dialogue to convey character, direct and reported speech, persuasion, radio broadcast, recount, official report, non-chronological report <i>Cross curricular:</i> Links to WW2 in history <i>Other focus:</i> Fronted adverbials, reported and direct speech, figurative language, connectives, cohesion, commas, legible fluent handwriting		<i>Objectives:</i> Shape Understand and use degrees Classify angles Estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line Lengths and angles in shapes Position and direction Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines Decimals Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals – missing values Negative numbers Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Step 5 Find the difference
SPAG		
<i>Objectives:</i> Commas Using Commas in Lists, Adverbials and Clauses Recognising and Using Commas to Avoid Ambiguity Cohesion Pronouns to Avoid Repetition Relative Clauses Adverbials Parenthesis for Clarity Concise Noun Phrases Using Devices to Build Cohesion	Prefixes and suffixes Prefixes – adding de-, dis-, mis- Prefixes – adding re-, over- Word classes Adding -ate, -ise, -ify	
Spelling		
<i>Objectives:</i> Homophones/near homophones Hyphens Challenge words	Revision Y5/6 words	
Reading		
<i>Texts covered:</i> Letters from the Lighthouse Evaluate and collect information from, instructions, poems and newspapers Make predictions about a text		<i>Objectives:</i>

<p>Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Retrieving, recording and presenting information from non-fiction (The Titanic)</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.</p> <p>Answer a variety of questions on a written reading comprehension</p>	<p>Converting units</p> <p>Kilograms and kilometres</p> <p>Millimetres and millilitres</p> <p>Convert units of length</p> <p>Convert between metric and imperial units</p> <p>Convert units of time</p> <p>Calculate with timetables</p> <p>Volume</p> <p>Cubic centimetres</p> <p>Compare volume</p> <p>Estimate volume</p> <p>Estimate capacity</p>
Geography	Computing
<p>National Parks</p> <p>Identify, locate, describe and explain the distribution of the 15 National Parks in the UK;</p> <p>Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces';</p> <p>Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this;</p> <p>Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special;</p> <p>Identify and record the key physical and human geographical features of the Lake District</p> <p>Identify, describe through observation of the landscape of Brockhole in Lake District National Park, and explain the attraction of this area for visitors;</p> <p>Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK;</p> <p>Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do;</p> <p>Compare and contrast the Everglades National Park with the Lake District National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the USA;</p> <p>Fair Trade and the Silk Road</p> <p>Describe and explain why the Silk Road was the most important trading route in the history of the world.</p> <p>Explain why and how countries trade with each other, identify and</p>	<p>3D Modelling</p> <p>Introduction to 2Design tool</p> <p>Moving points</p> <p>Design a 3D model</p> <p>Printing and making</p> <p>Concept Maps</p> <p>Visual concept maps</p> <p>Create a concept map</p> <p>Retell a story with a concept map</p> <p>Create a collaborative concept map</p> <p>Word processing</p> <p>Making a document from a blank page</p> <p>Inserting images</p> <p>Editing images in Word</p> <p>Adding text</p> <p>Finishing touches</p> <p>Presenting information using tables</p> <p>Writing a letter using a template</p> <p>Presenting information - newsletter</p>

<p>describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading. Use 4 and 6 figure grid references. Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences. Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification.</p>	
<p style="text-align: center;">PE</p>	<p style="text-align: center;">Science</p>
<p>Gymnastics -I can create and perform sequences using apparatus, individually and with a partner. -I can lead a partner through short warm-up routines. -I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. -I can use feedback provided to improve my work. -I can use set criteria to make simple judgments about performances and suggest ways they could be improved. -I can use strength and flexibility to improve the quality of a performance. -I can work safely when learning a new skill to keep myself and others safe</p> <p>Tennis -I am developing a wider range of skills and I am beginning to use these under some pressure. -I can identify how different activities can benefit my physical health. -I can identify when I was successful and what I need to do to improve. -I can use feedback provided to improve my work. -I can work cooperatively with others to manage our game. -I understand the need for tactics and can identify when to use them in different situations. -I understand the rules of the game and I can apply them honestly most of the time. -I understand there are different skills for different situations and I am beginning to apply this.</p> <p>Rounders -I am beginning to strike a ball with a rounders bat. -I am developing a wider range of fielding skills and I am beginning to use these under some pressure. -I can identify when I was successful and what I need to do to improve.</p>	<p>Living things and their habitats I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals. Animals including humans I can describe the changes as humans develop to old age.</p> <p style="text-align: center;">RE</p> <p>What would Jesus do? Can we live by the values of Jesus in the 21st Century? Outline Jesus' teaching on how his followers should live Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live Explain the impact Jesus' example and teachings might have on Christians today Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p>

<ul style="list-style-type: none"> -I can work co-operatively with others to manage our game. -I understand the need for tactics and can identify when to use them in different situations. -I understand the rules of the game and I can apply them honestly most of the time. -I understand there are different skills for different situations and I am beginning to use this. <p>Dance</p> <ul style="list-style-type: none"> -I can accurately copy and repeat set choreography. -I can choreograph phrases individually and with others considering actions and dynamics. -I can confidently perform different styles of dance, clearly and fluently, showing I can lead a group through short warm-up routines. -I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus -I can suggest ways to improve my own and other people's work using key terminology. -I can use counts when choreographing to stay in time with others and the music. -I can use feedback provided to improve my work. 	<p style="text-align: center;">Music</p> <p>Looping and remixing</p> <p>Perform a looped body percussion rhythm; keeping in time with their group.</p> <p>Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</p> <p>Play the first section of 'Somewhere Over the Rainbow' with accuracy.</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat.</p> <p>Perform a piece with some structure and two different loops.</p>
<p style="text-align: center;">Art</p> <p>'I need space'</p> <p>Understand and explain what retrofuturism is.</p> <p>Participate in discussions and offer ideas.</p> <p>Evaluate images using simple responses, sometimes using formal elements to extend ideas.</p> <p>Provide plausible suggestions for how a piece was created.</p> <p>Comfortably use different stimuli to draw from.</p> <p>Use past knowledge and experience to explore a range of drawing processes.</p> <p>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</p> <p>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</p> <p>Generate a clear composition idea for a final piece that shows how it will be drawn.</p> <p>Apply confident skills to make an effective collagraph print.</p> <p>Independently select tools and drawing techniques, with some guidance.</p> <p>Demonstrate growing independence, discussing ways to improve work.</p>	<p style="text-align: center;">MFL</p> <p>Language Angels</p> <p>Chez Moi</p> <p>Say whether they live in a house or an apartment and say where it is.</p> <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>Tell somebody in French what rooms they have or do not have in their home.</p> <p>Ask somebody else in French what rooms they have in their home.</p> <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>

PSHE**DT****Family and relationships**

Describe what qualities a good friend should have and recognise which of these they have and which they could develop.

Recognise that friendships have ups and downs and this is normal.

Understand what marriage is and know that it is a choice people make.

Understand that we all have a range of attributes that make us who we are and we should be proud of these.

Understand that sometimes families can make children feel unhappy or unsafe.

Understand why someone might bully others.

Understand that attitudes and laws around gender equality have changed over time.

Understand that stereotypes exist and these can lead to discrimination.

Health and Wellbeing

Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.

Describe how they can get a good night's sleep and explain why this is important.

Describe why they should embrace failure.

Describe a strategy to help manage feelings of failure and to help them to persevere.

Set themselves goals and consider how they will achieve them.

Describe a range of feelings and suggest two ways of dealing with a difficult situation.

Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.

Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.

Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.

Stuffed toys – textiles

Design a stuffed toy, considering the main component shapes of their toy.

Create an appropriate template for their stuffed toy.

Join two pieces of fabric using a blanket stitch.

Neatly cut out their fabric.

Use appliqué or decorative stitching to decorate the front of their stuffed toy.

Use blanket stitch to assemble their stuffed toy, repairing when needed.

Identify what worked well and areas for improvement.