Y5 Summer Overview

Writing

Based on: Refugees (The Write Stuff), **No Ballet Shoes in Syria** (Literacy Shed) & Pandora (Literacy Shed film)
Genres covered: letter, diary, speech, newspaper, narrative, non-chronological report
Cross curricular: Diary entry (Mary Bucktrout – Census); report on fieldwork findings in Geography

SPAG (Classroom Secrets)

Objectives:

<u>Commas</u>
Using Commas in Lists, Adverbials and Clauses
Recognising and Using Commas to Avoid Ambiguity

<u>Cohesion</u>
Pronouns to Avoid Repetition
Relative Clauses
Adverbials

Parenthesis for Clarity
Concise Noun Phrases
Using Devices to Build Cohesion

<u>Prefixes and suffixes</u>
Prefixes – adding de-, dis-, mis-
Prefixes – adding re-, over-

Word classes
Adding -ate, -ise, -ify

Spelling (Spelling Shed)

Objectives:

Homophones/near homophones
Hyphens
Challenge words

Revision
Y5/6 words

Maths (White Rose)

Objectives:

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

Converting units
Kilograms and kilometres
Millimetres and millilitres
Convert units of length
Convert between metric and imperial units
Convert units of time
Calculate with timetables

Volume
Cubic centimetres
Compare volume
Estimate volume
Estimate capacity

Reading (Literacy Shed)

Texts covered: **No Ballet Shoes in Syria**
Objectives:
Evaluate and collect information from, instructions, poems and newspapers
Make predictions about a text
Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Retrieving, recording and presenting information from non-fiction (The Titanic)
Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning. Answer a variety of questions on a written reading comprehension

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Changing Lives Learning Trust

Geography

Can I carry out an independent fieldwork enquiry? (Kapow)

- Give examples of issues in the local area
- Identify questions to be asked to find the relevant data
- Justify which data collection method is most suitable
- Design an accurate data collection template
- Identify areas along a route that are best for data collection
- Discuss how to mediate potential risks
- Collect data at points located on an OS map
- Manage risks during a fieldwork trip
- Identify any outcomes from data collected
- Map data digitally
- Describe the enquiry process

Computing (Purple Mash)

3D Modelling

- Introduction to 2Design tool
- Moving points
- Design a 3D model
- Printing and making
- Concept Maps
- Visual concept maps
- Create a concept map
- Retell a story with a concept map
- Create a collaborative concept map

Word processing

- Making a document from a blank page
- Inserting images
- Editing images in Word
- Adding text
- Finishing touches
- Presenting information using tables
- Writing a letter using a template
- Presenting information - newsletter

History

What does the census tell us about our local area? (Kapow)

- To know that change can be traced using the census
- To know that members of society standing up for their rights can be the cause of change
- To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date
- To understand the types of information that can be extracted from the census
- To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status
- To understand how to compare different census extracts by analysing the entries in individual columns
- To know that the most reliable sources are primary sources which were created for official purposes
- To understand the changes and reasons for the organisation of society in Britain
- To be able to compare development and role of education in societies
- To understand the changing role of women and men in Britain

RE

What happens after death? (Unit 2) (Kapow)

- Recognise beliefs about the soul being part of God
- Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life
- Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation
- Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation
- List ways a person can gather karma through actions and experiences
- Suggest ways some Sikh practices and funeral rites may provide comfort to someone experiencing death
- Discuss the meaning of moksha and nirvana, drawing similarities from them
- Consider ways enlightenment can be represented in art

Why are some places in the world significant to believers?

Kapow unit – available from 31st May

PE

Athletics

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in small group, sharing ideas.
- I show determination to achieve my personal best.

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.
- 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.

Dance

- 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

Science	Music
Forces and Space: Imbalanced Forces Kapow unit available 1st April **Animal Human Timeline** Kapow unit available 31st May **Making Connections** Kapow unit available 31st May	**Looping and remixing (Kapow)** ●Perform a looped body percussion rhythm; keeping in time with their group ●Use loops to create a whole piece of music, ensuring that the different aspects of music work together ●Play the first section of 'Somewhere Over the Rainbow' with accuracy ●Choose a suitable fragment of music and be able to play it along to the backbeat ●Perform a piece with some structure and two different loops
	MFL
	Chez Moi (Language Angels) ●Say whether they live in a house or an apartment and say where it is ●Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French ●Tell somebody in French what rooms they have or do not have in their home ●Ask somebody else in French what rooms they have in their home ●Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age)
	Art
	Sculpture: Interactive Installation (Kapow) ●Group images together, explaining their choices ●Answer questions about a chosen installation thoughtfully and generate their own questions ●Show that they understand what installation art means ●Justify their opinions of installation artworks ●Evaluate their box designs, considering how they might appear as full-sized spaces ●Suggest changes they could make if they repeated the activity to create a different atmosphere in the space ●Create an installation plan, model or space ●Describe their creations and the changes they made as they worked ●Describe how their space conveys a particular message or theme ●Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation ●Show they have considered options for how to display their installation best e.g. lighting effects ●Present information about their installation clearly in the chosen format Justify choices made, explaining how they improve the viewer experience or make it interactive

PSHE	DT
Economic Wellbeing (Kapow) ●Prioritise needs over wants ●Manage a weekly budget ●Understand the responsibilities and consequences of borrowing and loaning ●Recognise the risks and considerations associated with spending money online ●Explain why workplace stereotyping needs to be challenged ●Describe how interests and skills align with future careers **Safety and Changing Bodies (Kapow)** ●Understand what is safe to share online and what to do before sending a message ●Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information ●Accurately name all the relevant parts of the body ●Understand the changes their own gender will go through during puberty ●List the range of changes they will go through during puberty ●Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required ●Understand that other people can influence our decisions but we have the right to make our own choices	**Structures: Building Bridges (Kapow)** ●Identify stronger and weaker shapes ●Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight ●Identify beam, arch and truss bridges and describe their differences ●Use triangles to create simple truss bridges that support a load (weight). ●Cut beams to the correct size, using a cutting mat ●Smooth down any rough cut edges with sandpaper ●Follow each stage of the truss bridge creation as instructed by their teacher ●Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher ●Identify some areas for improvement, reinforcing their bridges as necessary **Textiles: Stuffed toys (Kapow)** ●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