



Curriculum Overview

Year 5 – Summer term

**Summer 1**

- English
- Mathematics
- Topic – The Tudors
  - History
  - Geography
  - Art
  - Design and Technology
- Science
- Computing
- Religion
- PE

**Summer 2**

- English
- Mathematics
- Topic – The Tudors
  - Design and Technology
- Science
- Computing
- Religion
- PE

## English

Our English lessons are blocked into fortnightly topics. Each week children are taught a range of lessons which equip them with skills in reading, writing, grammar and spelling. Children complete a big write every Friday as part of their English lesson.

Week 1 and 2 Focus	Playscripts
Week 3 and 4 Focus	Recount-Tudor Diary
Week 5 Focus	Assessment
Week 6 Focus	Explanations
Week 7 and 8 Focus	Non Chronological Reports
Week 9 Focus	Narrative-Science Fiction
Week 10 and 11 Focus	Narrative Poetry- The Highway Man
Week 12 Focus	Assessment
Week 13 Focus	Discussion

Throughout the term we will work on developing understanding of a range of grammatical features and structures, as well as developing skills of reading comprehension in a number of different ways.

Grammar focus	Reading Focus
<ul style="list-style-type: none"> <li>- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>- Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> <li>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>o continuing to read and discuss an increasingly wide</li> <li>o range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>- Understand what they read by:               <ul style="list-style-type: none"> <li>o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>o asking questions to improve their understanding</li> <li>o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> </ul>

before]

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

## Mathematics

We follow the new National Curriculum for mathematics and have developed medium term plans to ensure that we fully cover all the objectives present.

Summer 1		Summer 2	
Topic	Objectives – Pupils will be taught	Topic	Objectives – Pupils will be taught
Multiplication and Division	<ul style="list-style-type: none"> <li>-Identify multiples and factors, including finding all factor pairs</li> <li>-Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors</li> <li>-Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>-Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>-Multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers</li> <li>-Multiply and divide numbers mentally drawing upon known facts</li> <li>-Divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context</li> <li>-Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>-Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> <li>-Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>-Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	Measures	<ul style="list-style-type: none"> <li>- Convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre)</li> <li>-Understand and use basic equivalences between metric and common imperial units and express them in approximate terms</li> <li>-Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>-Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>-Recognise and estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water)</li> <li>-Solve problems involving converting between units of time</li> <li>-Solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation.</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>- Compare and order fractions whose denominators are all multiples of the same number</li> <li>-Recognise mixed numbers and improper fractions and convert from one form to the other</li> <li>-Add and subtract fractions with the same denominator and related fractions; write mathematical statements &gt;1 as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>)</li> <li>-Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> </ul>	Decimals and Fractions	<ul style="list-style-type: none"> <li>-Read and write decimal numbers as fractions (e.g. <math>0.71 = \frac{71}{100}</math>)</li> <li>-Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>-Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>-Read, write, order and compare numbers with up to three decimal places</li> <li>-Solve problems involving number up to three decimal places.</li> </ul>

Problem Solving	<p>- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>-Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	Percentages, decimals and fractions	<p>-Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a decimal fraction</p> <p>-Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</p>
		Geometry: Position, direction, motion	<p>- 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.</p>

### Foundation subjects and Cross Curricular Topic Autumn 1 – The Tudors

Our Topic for this summer term is the Tudors. We will be learning about Henry VIII and his wives, why Tudor portraits are important, Tudor music and Tudor cooking.

#### Art Objectives

Pupils will be taught;-

- About the nature of Tudor portraits.
- To use our observational skills to draw portraits
- To use their sketch books to compare and discuss ideas with others
- To express their emotions accurately through their painting and sketches

#### History Objectives

Pupils will be learn about;-

- To place the Tudor period in context of other periods studied.
- To recognise bias in historical sources.
- The chronology of Henry’s wives
- The reasons why Henry VIII married so many times and the impact this had on the British monarchy and the people of Britain.
- Who Elizabeth I was and why she was popular

## Science

Science will be taught discreetly during this half term, where possible it will be linked to the current topic. It will focus upon Animals, including humans

Pupils will be taught;-

- describe the changes as humans develop to old age
- How to research the gestation periods of other animals and comparing them with humans
- To explain the differences between the life cycle of a mammal; an amphibian; an insect and a bird.

Working scientifically opportunities-

- •planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- •taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- •recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- •using test results to make predictions to set up further comparative and fair tests
- •reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- •identifying scientific evidence that has been used to support or refute ideas or arguments

## Computing

In the first part of the Summer term we shall focus on website design and creation

Pupils will be taught;-

- How to generate images to use on the website by acquiring, storing and combining images from different sources, then editing them to enhance a presentation according to audience.
- To understand that images, sounds and text can be subject to copyright and abide by copyright rules.
- How to create homepage for the website
- How to create subsequent pages for the website.
- To create hyperlinks between pages on the site.

**Religion Objectives** - This term the children will learn about the different religious and spiritual ways of life about being a follower of the Muslim religion.

Pupils will be taught;-

- To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.
- To describe and reflect on the significance of the Holy Qur'an to Muslims.
- To describe the forms of guidance a Muslim uses and compare them to forms of guidance experiences by the pupils.
- To make connections between the key functions of the mosque and the beliefs of Muslims.

## Foundation subjects and Cross Curricular Topic Summer 2 – ‘The Tudors’

As part of this Geography based topic the children will learn about the geographical, physical and human aspects of rivers.

### DT Objectives

Pupils will be taught;-

- To use an appropriate vocabulary to describe food products
- To compare the processes involved in making food products - commercial and domestic
- That ingredients have different characteristics
- To investigate and evaluate a group of food products according to their characteristics
- To use an appropriate vocabulary to describe food products
- To use results of investigations when developing design ideas
- To weigh and measure accurately (time, dry ingredients, liquids)
- Skills in using different tools and equipment
- How to work safely and hygienically
- To apply the rules for basic food hygiene and other safe practices eg hazards relating to the use of ovens
- That the proportion of ingredients will affect the product
- To evaluate a product against the original design specification

### Science

Science will be taught discreetly during this half term, where possible it will be linked to the current topic. It will continue to focus upon ‘All living things’.

Pupils will be taught;-

- That flowering plants reproduce.
- That each section of a plant has a role to play in reproduction and growth.
- That seeds can be dispersed in a variety of ways
- To make careful observations of fruits and seeds, to compare them and use results to draw conclusions
- That many fruits and seeds provide food for animals including humans
- To consider conditions that might affect germination and plan how to test them
- How to alter one factor at a time in order to carry out a fair test
- That several seeds should be used in each set of conditions in order to get reliable evidence
- That seeds need water and warmth (but not light) for germination
- That plants produce flowers which have male and female organs, seeds are formed when pollen from the male organ fertilises the ovum (female)
- That insects pollinate some flowers

## Computing

In the second part of the Summer term we shall focus on Graphical Modelling.

Pupils will be taught;-

- To design an ideal home or other space e.g. classroom, gallery
- To learn to use the 'SketchUp' programme to design a living space.
- How to alter and improve designs on 'SketchUp'

**Religion Objectives** - This term the children will continue to learn about the different religious and spiritual ways of life about being a follower of the Muslim religion.

Pupils will be taught;-

- To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.
- To describe and reflect on the significance of the Holy Qur'an to Muslims.
- To describe the forms of guidance a Muslim uses and compare them to forms of guidance experiences by the pupils.
- To make connections between the key functions of the mosque and the beliefs of Muslims.

## **Physical Education**

Each class has 2 lessons of physical education per week, one outside and one inside. One lesson is provided by Stockport Country coaches and the other by class teachers.

### **Summer 1 – Gymnastics**

- To know and understand the basic principles of warming up and why it is important for good quality performance
- To understand why physical activity is good for their health
- To perform actions, shapes and balances consistently and fluently in specific activities

### **Summer 2 – Athletics**

- To understand the basic principles of warming up
- To understand why exercise is good for fitness, health and wellbeing
- To increase the number of techniques they use
- To choose appropriate techniques for specific events
- To evaluate their own and others' work and suggest ways to improve it
- To understand why exercise is good for fitness, health and wellbeing
- To develop the consistency of their actions in a number of events