

Cycle A

Year 5 Curriculum Map – Summer Term 2

Well Being:

As **Mindful Learners** we will be learning about and discussing changing schools.

As **Athletes** we will be setting targets and improving performance in running, jumping and throwing activities.

As **Members of Society**, we will be understanding the roles available for children in school and skills needed for these. We will also learn how change can bring opportunities as well as worries and what we can do to cope with change.

As **Open-Minded Learners** we will be exploring what different religions say and practise when our life is faced with challenges.

World:

As **Scientists** we will be understanding how physical activity affects the heart rate as well as understanding the affects vaping and smoking has on our health.

As **Historians** we will be learning about Henry VIII and his views on marriage, power and punishment. We will also be exploring the life of an ordinary person in the Tutor times.

As **Communicators** we will be carrying out a debate in English after generating evidence and specific viewpoints

As **Linguists**, we will be continuing our learning of BSL, specifically the calendar, time, money, and age.

Future:

As **Readers** we will be decoding and understanding new words, developing strategies to overcome areas of uncertainty, reading and discussing a broad range of genres and texts, identifying and discussing themes within a book, and understanding and using VIPERS skills.

As **Writers** we will be writing in role based on a book study, creating characters and writing story openings and endings, writing a magazine article.

As **Mathematicians** we will describing position, drawing on a grid, learning about position in the first quadrant, translation, translation with coordinates, line of symmetry, completing a symmetric figure, reflection, reflection with coordinates. We will be using kilometres, kilograms and kilometres, millimetres and millilitre, metric units, imperial units, converting units of time, timetables and comparing and estimating volume and capacity.

As **Artists** we will be exploring the intention and impact of street art and identifying the features of street art. We will also be learning how to use shading techniques to create tone, texture and depth.

As **Musicians** we will be listening and responding to a range of music and embedding foundations of interrelated dimensions of music.

As **Technicians** we will be learning the key features of a word processing document. We will be developing our skills to edit a document including text formatting and images.

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ENGLISH: (Writing):

Book: Malamander

- Writing a letter to a character
- Using imagination to generate ideas
- Writing a new chapter for the novel
- Inventing a new character and their business in Eerie-Upon-Sea
- Writing a chapter based on their invented character
- Using writing prompts and dialogue
- Writing a formal, impersonal magazine article
- Writing a postcard as Herbie
- Writing a leaflet

Whole school writing unit: Finn's Little Fibs

- Inference
- Identifying features of and writing a monologue

ENGLISH: (Reading):

Reading:

- To decode and understand new words
- Develop strategies to overcome areas of uncertainty
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes within a book

Grammar:

- Using hyphens to avoid ambiguity
- Relative clauses for descriptive detail
- Spell words with -cial and -tial
- Prefixes
- Personal and impersonal writing
- Full stops

Phonics / Spelling / Handwriting:

ACTIVE Maths:

Decimals:

- Solve problems involving numbers up to three decimal places.

Negative numbers:

- Interpret negative numbers in context, count forwards and backwards with positive.

Converting units:

- Convert between different units of metric measure – Length.

Volume:

Maths:

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
- 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

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SCIENCE:

Body Health

- Identifying and naming the main parts of the human circulatory system.
- Understand how we make healthy food choices.
- Explore what can happen if you don't eat a balanced diet.
- Understanding how physical activity affects the heart rate.
- Understanding the effects vaping and smoking has on our health.

HUMANITIES - History:

British History 5: What was life like in Tudor England?

- Extracting information about Henry VIII from portraits and written records
- Making deductions about Henry VIII's wives, thoughts about marriage, power and punishment
- Understanding wealth and position of an ordinary Tudor person

COMPUTING:

Word processing

ART/DESIGN & TECHNOLOGY:

ART – Drawing – Expressing ideas

- Identifying key features of street art
- Discussing the intention and impact of street art
- Using various shading techniques to show texture, tone and depth

RELIGIOUS EDUCATION:

What do religions say to us when life gets hard?

- Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.
- Exploring Christian beliefs about life after death
- Describe how not believing in life after death might make a difference to how someone lives.
- Describe own ideas about life after death, reflecting on ideas from at least two religions studied

PHYSICAL EDUCATION (Dance / Gymnastics):

Games – Striking/fielding games: Role of bowler, wicket keeper, backstop, fielder and batter

Athletics – Set targets & improve performance in running,

PHYSICAL EDUCATION (Games / Swimming):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PSHE: Transition

- Understanding the roles available for children in school and skills needed for these
- Understanding how change can bring opportunities as well as worries
- Knowing how to cope with change

PSHE (Show Racism the Red Card):

Identity and belonging

To explore the idea of a 'world view' and influences
To explore identity and belonging
To consider what identity and belonging means to us

MUSIC:

Children will be studying and learning songs from Charanga.

BSL:

Deaf awareness
Questions in BSL order
Animals and pets
Hobbies
Calendar
Time
Money
Age