

Berkswell Church of England Primary School Curriculum Overview

Year 5 Summer Term – When I grow up...

English

Throughout this term children will complete reading and writing units on:

Unit 2 – Non-Fiction - Finding the Boy King

This multi genre unit is linked to the study of Ancient Egypt and engages pupils in reading and writing a wide range of on-line and book based texts exploring the discovery of Tutankhamen's tomb. Pupils create an exhibition to inform the school community of this aspect of their work in English which could be displayed as part of a wider exhibition of pupils' work on Ancient Egypt.

Curricular aims of this unit:

- To develop a point of view and provide reasons
- To actively participate in presentations and debate
- To explore different types of texts and identify how they are structured
- To develop understanding of how similar events are reported
- To explore how writers use language for effect
- To use texts efficiently and make relevant notes
- To write in different non-fiction forms and styles

Unit 6 – Modern Fiction – White Dolphin

This modern fiction unit introduces pupils to a range of issues faced by individuals and communities. The focus novel *White Dolphin* is an action packed adventure story set around the coast of Cornwall. It supports mature readers to engage with multiple themes to stretch and challenge them and develops their skills of reasoning and summarising as well as empathy. The book also raises pupils' awareness of eco-issues of wildlife conservation.

Curricular aims of this unit:

- To engage with multi-layered texts
- To infer and deduce meaning from reading between the lines and making connections
- To present ideas and views, sequencing points logically
- To appreciate the way writers create character through actions, behaviour and dialogue
- To understand why characters behave in particular ways and their motives
- To understand that characters can have opposite viewpoints on the same issues
- To undertake independent research on issues raised through reading
- To respond imaginatively and creatively to the themes in a novel

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 5 will be reading '**Stormbreaker**'.

The following will be taught and consolidated throughout Year 5:

Phonics and Spelling

- Spelling word list for Year 5
- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.

Grammar and Punctuation

- recognise vocabulary and structures that are appropriate for formal speech and writing
- use expanded noun phrases to convey complicated information concisely
- use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*
- using passive verbs to affect the presentation of information in a sentence
- using modal verbs or adverbs to indicate degrees of possibility
- Indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using a colon to introduce a list
- using semi-colons and colons to mark boundaries between independent clauses
- punctuating bullet points consistently
- converting nouns or adjectives into verbs using suffixes [for example, *-ate*; *-ise*; *-ify*]
- using Verb prefixes [for example, *dis-*, *de-*, *mis-*, *over-* and *re-*]
- using Relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*,
- using Devices to build cohesion within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- 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 before]
- Use of commas to clarify meaning
- *Use Terminology*: relative pronoun, relative clause, cohesion

Handwriting

- Write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.
- Develop a neat style of writing.

Maths

Number and place value

- solve number problems and practical problems that involve all of the objectives
- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition, subtraction, multiplication and division

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Multiplication and division

- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- identify multiples and factors, including finding all factor pairs
- solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- multiply and divide numbers mentally drawing upon known facts
- 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
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions, Decimals and Percentages

- 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
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.

Measures

- solve problems involving addition and subtraction of units of measure (e.g. volume, money) using decimal notation.
- convert between different units of measure (e.g. litre and millilitre)
- understand and use basic equivalences between metric and common imperial units and express them in approximate terms
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- recognise and estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)
- solve problems involving converting between units of time

Geometry

- identify:
 - multiples of 90°
 - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
 - angles at a point and one whole turn (total 360°)
 - reflex angles, and compare different angles
- draw shapes using given dimensions and angles
- state and use the properties of a rectangle (including squares) to deduce related facts
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- 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.

Data

- solve comparison, sum and difference problems using information presented in line graphs
- complete, read and interpret information in tables, including timetables.

Science

Unit 5 Human Development

Pupils learn about the human life cycle and about the changes of the body during puberty. They learn about the development of a baby during pregnancy and about the birth of a baby. This unit has been written to match lessons in Personal, Social and Health Education on puberty and the feelings associated with growing up.

Key Concepts:

- that human beings have a life cycle like other animals.
- that there are changes in the human body as it develops from childhood to adolescence, in preparation for adulthood and reproduction.

Developing scientific thinking

This unit supports the following elements in particular:

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and 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.

Unit 6 Forces

Pupils learn more about the forces of gravity and friction and investigate the friction of different surfaces. They study air resistance, investigate paper spinners falling, look at floating and sinking and build a self-righting boat. Learning about simple forces includes activities to study pulleys, gears and other simple machines and gives pupils the chance to use their knowledge of machines to build a catapult.

Key Concepts

- Gravity pulls objects towards the centre of the Earth
- Air resistance, water resistance and friction oppose movement
- Simple machines can reduce the force needed to move things and alter speed and direction.

Developing scientific thinking

- 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, tables, 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 degree of trust in results, in oral and written forms such as displays and other presentations

Computing

We are architects

In this unit, the pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own artwork.

This unit will enable the children to:

- understand the work of architects, designers and engineers working in 3D
- develop familiarity with a simple CAD (computer aided design) tool
- develop spatial awareness by exploring and experimenting with a 3D virtual environment
- develop greater aesthetic awareness.

We are bloggers

Blogging provides a worldwide audience for pupils' work. Commenting on others' work extends pupils' sense of membership of a learning community beyond school. In this unit, pupils create a media-rich blog, comment on blogs and respond to comments.

This unit will enable the children to:

- become familiar with blogs as a medium and a genre of writing
- create a sequence of blog posts on a theme
- incorporate additional media
- comment on the posts of others
- develop a critical, reflective view of a range of media, including text.

<p>Art</p> <p>Complete Art Illusions Through this unit of work the children will:</p> <ul style="list-style-type: none"> • Explore how artists use perspective in their work • Use perspective to create realistic interiors • Explore how artists use foreshortening to create perspective • Explore how artists use trompe l’oeil to create illusions • Explore how artists create illusions by playing with perspective • Explore and create optical art 	<p>Geography South America – Brazil</p> <p>The children will identify the different countries of South America and investigate and compare climates across the continent. They will identify and learn about some key physical and human geographical features within different South American countries, such as: The Atacama Desert, The Andes and Cape Horn before taking a more detailed look at the Amazon River and Rainforest.</p>	<p>RE Battling with yourself</p> <p>This strand is about:</p> <ul style="list-style-type: none"> • Aspects of ourselves we would prefer to ignore • How religious stories provide a context for facing the dark side • How religious teaching addresses the issue of the ‘self’ in relationships with others and God <p>The strand begins with the OT story of Jacob who cheated his brother and had to wrestle with God. The issues raised are then further explored through the story of Siddhartha who battled to find enlightenment, Christian teaching and a Jewish festival, both of which focus on making oneself a better person.</p> <p>Questions to be raised:</p> <ul style="list-style-type: none"> • Do money and status bring fulfilment? • What brings you happiness and fulfilment? • What are your relationships built on? • How / why do people change? • Do you find it easy to forgive / ask forgiveness? • What do you think causes suffering? • How could you grow and make yourself a better person?
<p>D&T</p> <p>Textiles – Bags</p> <p>The children will explore different kinds of bags and design their own bag for a particular purpose</p>		<p>Being Changed</p> <p>This strand is about:</p> <ul style="list-style-type: none"> • Jesus’ transfiguration or being changed • Public declaration of Christian faith • Changing one’s whole way of life to follow Christ <p>Beginning with the powerful story of a contemporary Christian’s sudden and dramatic transformation to Christianity, the strand develops to introduce pupils to the event which is central to a believers life and finally to the ceremony at which this is publically stated.</p>
<p>Music</p> <p>At the movies</p> <p>The children explore movie music in this unit – from 1920s animated films to present day movies. They learn techniques for creating soundtracks and film scores, and compose their own movie music.</p> <p>Celebrations</p> <p>This unit includes lively pieces that can be developed into a performance at a school celebration: a class assembly, a school concert or fete. Its celebratory, upbeat mood will soon have the audience joining in!</p>		<p>Questions to be raised:</p> <ul style="list-style-type: none"> • What is respect? • Whom do you respect and why? • What is courage? • What do you think gave David Wilkerson courage? • How do you deal with anger? • Why do some people only find their identity in violence? • Is there more to life than can be understood? • What would you like to declare publically about yourself?

PSHE

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development.

Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

Jigsaw

Relationships

Through this unit of work (Puzzle) the children will:

- Know how to make friends whilst gaining a better understanding of their own characteristics and personal qualities
- Learn to solve friendship problems when they occur by recognising how friendships change, how to make new friend and how to manage a fall out
- Understand the need to help others feel part of a group
- Understand the need to show respect in how they treat others and how to manage difficult feelings such as jealousy
- Know how to help themselves and others when they feel upset or hurt
- Understand and show what makes a good relationship

Changing Me

Through this unit of work (Puzzle) the children will:

- Understand that everyone is unique and special with a focus on self and body image
- Learn how to express how they feel when change happens (Puberty)
- Understand and respect the changes they see in themselves (Puberty)
- Understand and respect the changes they see in other people (Puberty)
- Know who to ask for help if they are worried about change
- Identify what they are looking forward to (moving into Year 6)

MFL

Children will explore the themes of:

- Weather
- Seasons
- Where do you live?
- Numbers

PE

The children will be taught a Real PE session each week which focuses on the development of the fundamental movement skills. During these sessions the children will be taught using a whole, part, whole method and will continually be able to practise their skills in a series of challenges and games. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.

Summer 1:

Real PE

Unit 5 Health and Fitness

The children will develop the following fundamental movement skills:

Physical Focus – Static Balance: Small Base/Co-ordination: Floor Movement/ Game Skills

Health and Fitness –

- Describe basic fitness components
- Record and monitor how hard I am working
- Select and perform appropriate warm-up and cool down activities
- Identify possible dangers when planning an activity
- Plan and follow my own basic fitness plan

Games Striking and Fielding - Cricket

- To further develop striking skills with a cricket bat
- To catch high balls, balls coming straight, moving sideways and bouncing balls
- To field a ball coming towards you by attacking the ball and supporting other fielders
- To throw for distance, speed and accuracy
- To create games which use striking and fielding principles
- To play mini striking/fielding games to develop skills and techniques, and experience all roles

Summer 2:

Real PE

Unit 6 – Personal Skill

The children will develop the following fundamental movement skills:

Physical Focus – Co-ordination with Equipment/Agility – Ball Chasing/Game Skills

Personal Skills –

- Learn to cope well and react positively when things become challenging
- Persevere with a task and improve performance through regular practice
- See all new challenges as opportunities to learn and develop
- Recognise strengths and weaknesses and set appropriate targets
- Create a personal learning plan and revise that plan when necessary
- Accept critical feedback and make changes

OAA – Orienteering

Orienteering is a challenging outdoor adventure sport that exercises both the children's minds and the bodies. The aim is to navigate in sequence between control points marked on a unique orienteering map and decide the best route to complete the course in the quickest time.

