



## English

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

### 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 will produce instructional texts for building pyramids and mummification, diary entries (recounts) and newspaper articles based on the idea of Finding the Boy King - Tutankhamen.

#### 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

### The Nowhere Emporium

Pupils will explore this high-acclaimed fantasy novel, where the mysterious Nowhere Emporium arrives in Glasgow containing a breathtaking world of magic and enchantment. A shadow from the past threatens everything, the Emporium and all its wonders begin to crumble. The story explores themes of friendship, betrayal, sacrifice and loyalty. Award winning author, Ross MacKenzie, unleashes a riot of imagination, colour and fantasy in this astonishing adventure.

#### Curricular aims of this unit:

- To read, explore and discuss more challenging texts
- To understand how literature can provide an insight into other worlds
- To write a portal story of their own
- To explore character, motive and consequences in narrative
- To read text closely and refer to it when exploring ideas
- To read between the lines and find evidence for their interpretation
- To achieve an understanding of how the author uses characters' traits in the story for cause and effect
- To write reflectively about a text and its themes

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 'The Nowhere Emporium'

The following will be taught and consolidated throughout Year 5: Phonics and Spelling (Summer Term)

- Spelling word list for Year 5/6
- The suffix –ous, e.g.: poisonous, dangerous, mountainous, famous, various
- Endings which sound like /ʃən/, spelt –sion, e.g.: expression, discussion
- Words with the /k/ sound spelt ch (Greek in origin), e.g: scheme, chorus
- Words with the /s/ sound spelt sc (Latin in origin), e.g: muscle
- Homophones and near-homophones, e.g: there/their/they're, here/hear
- Endings which sound like /ʃəs/ spelt –cious or –tious, e.g: vicious, precious
- Endings which sound like /ʃəl/, e.g: official, special, artificial
- Words ending in –ant, –ance/–ancy (and exceptions), e.g.: observant, observance
- Words ending in –ent, –ence/–ency (and exceptions), e.g: innocent, innocence
- Words ending in –able and –ible, e.g: adorable/adorably

#### Grammar and Punctuation

- Brackets
- Reported speech
- Adverbs
- Suffixes
- Determiners
- Prefixes
- Commas for parenthesis
- Dashes
- Synonyms
- Expanded noun phrases

#### Handwriting

- Write legibly, fluently and with increasing speed by developing 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 cm<sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water)
- solve problems involving converting between units of time

### Geometry

- identify:
  - multiples of 90o
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180o)
  - angles at a point and one whole turn (total 360o)
  - 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

### 3D Modelling

Children know what the 2Design and Make tool is for, explore the different viewpoints in 2Design and Make whilst designing a building, adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form, explore how to edit the polygon 3D models to design a 3D model for a purpose, refine one of their designs to prepare it for printing, print their design as a 2D net and then create a 3D model and explore the possibilities of 3D printing.

### Word Processing

Children know what a word processing tool is for, will be able to create a word processing document altering the look of the text and navigating around the document, know how to add images to a word document, can edit images to reduce their file size, know the correct way to search for images that they are permitted to reuse, know how to attribute the original artist of an image, edit their images within Word to best present them alongside text, understand wrapping of images and text, add appropriate text to their document, formatting in a suitable way, use a style set in Word, use bullet points and numbering, add text boxes and shapes, consider paragraph formatting such as line spacing, drop capitals, add hyperlinks to an external website, add an automated contents page, add tables to present information, edit properties of tables including borders, colours, merging cells, adding and removing rows and columns, add word art for a heading, use a Word template and edit it appropriately and format a page using a combination of images, headers and columns.

## History – Ancient Egypt

The children will learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.

They will:

- gain a Chronological understanding of Ancient Egypt.
- find out about Food and Farming - look at the 3 different seasons and why this was. Why was the River Nile so important in all of this?
- look at the social pyramid and information about the different social groups. Discuss the Pharaoh as being 'half man half God' in their eyes.
- understand the importance of the pyramids in Egyptian society and the process involved in building a pyramid. They will know the key features of a pyramid.
- find out what was involved in preparing the dead for the afterlife (embalming – 'making a mummy') and will know why the Ancient Egyptians placed their dead and possessions in tombs.
- learn the story of Tutankhamun and the discovery of his tomb by make inferences about the past by examining a range of artefacts.
- find out about Ancient Egyptian Gods
- know the Ancient Egyptians used hieroglyphics as a means of writing/communication and will understand how the Ancient Egyptians made paper.
- develop an understanding of what modern Egypt is like and how it contrasts with Ancient Egypt.

## Geography

- Use world maps to locate Egypt.
- Locate key features on a map of Egypt.
- Planning a journey to Egypt
- The River Nile

## Art

This Ancient Egypt unit will teach the children how to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier mache to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.

## Religious Education

### Christianity: Agape Love

What does Christian love require of a person?

In this unit children will explore the idea of Christian love. (Agape) They will express their own ideas and raise relevant question about what Christian love is and what it requires of a person.

### Christianity: People of God

Throughout the unit the pupils will do the following: Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

## Design Technology

### Rockets

The children will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and generate, develop, model and communicate their ideas. Pupils will create prototypes and evaluate and improve their designs, ready for the final launch.



## PSHE- The Jigsaw Approach

### 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)

## French

Children will explore the theme of:

### Where in the World?

- Weather and seasons
- Weather- filming weather reports
- Compare UK and France
- Conjugation of high frequency verbs e.g. avoir, etre, faire
- Form questions and negative sentences
- Revision of Y5 topics

Pupils will revise their skills in listening, speaking, reading (including phonics), writing and grammar

## Music

Dancing in the Street

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s.

Reflect, Rewind and Replay

This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

## 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

### 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

#### Athletics:

- React quickly and accelerate over short distances
- Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance
- Perform a variety of jumps (Long jump and triple jump) and measure for distance
- Develop pace when running longer distance Pass a relay baton with control and timing in a pairs change over.

