



WHAT WILL WE BE LEARNING AT SCHOOL THIS YEAR?

An overview of the work being carried out in Year 5 during the **Autumn Term**:

In **RE** the key skills we are developing in Year 5 are:

- **Use of the Bible to locate Scripture.**
- **Building deeper understanding of the Scripture pupils are familiar with from previous learning.**
- **Linking Scripture to their own experiences and the ability to show evidence of this in written work.**

We will develop these skills through our topics which are:

Ourselves

- We will explore and develop a deepening awareness of who we are and reveal that we are made in the image and likeness of God.
- We will learn to appreciate our unique gifts, which were handed to us by God

Judaism – World Religion Week

- We will explore the Jewish festival of Passover and how it is celebrated as Pesach today.

Life Choices

- We will explore showing care and commitment and reveal the call to life and love within the community through marriage.

Hope

- We will explore how Advent is a time when we wait hopefully and reveal that the Church's season of waiting is a joyful hope for the coming of Jesus at Christmas and the end of time.

Hinduism– World Religion Week

- We will explore the importance of the supreme Hindu God in addition to the importance of pilgrimage

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 4 curriculum to be taught alongside Year 5 objectives.

In **English** we will be working on developing skills related to description building on previous knowledge of parts of speech in order to be able to apply a higher level of description to a variety of text types. We are also continuing to foster a love and enjoyment in reading across a variety of genres while further developing their inference, deduction and reasoning skills. We provide this through our work which based on the Power of Reading.

Our text for this term is: Cosmic by Frank Cottrell Boyce.

In **Reading** we will develop these various skills by:

- Answer questions about the words and phrases used in a text.
- Identify, describe and compare writers' themes across a range of texts.
- **Read age appropriate books aloud with intonation, confidence and fluency.**
- **Give/explain the meaning of new words.**
- **Check that the text makes sense to them.**
- Use evidence to both support and challenge conclusions drawn within and from a text.

- Work out the meaning of words from the context.
- Identify the main idea of a text from more than one paragraph (Y4 and Y5)
- Summarise their understanding of the main idea of more than one paragraph (Y4)
- Justify inferences with evidence from the text (Y4 and Y5)
- Predict what might happen from details implied (Y4 and Y5)
- Discuss words and phrases that capture their interest and imagination. (Y4 and Y5)

In **Writing** we will develop these various skills by:

- Ensure that content and style of writing accurately reflects the purpose.
- **Build cohesion within and between paragraphs.**
- **Use vivid description.**
- **Use a range of sentence types; simple, compound and complex.**
- Write in Standard English avoiding colloquialisms.
- **Build an awareness of the reader.**
- **Identify and use modal verbs to suggest degrees of possibility.**
- **Select the parts of writing that need to be developed in detail.**
- Use commas to clarify meaning and avoid ambiguity.
- Write legibly, fluently and with increasing speed.

Balanced argument (Y4)

Poetry (Y4)

- **Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere. (Y4)**
- **Consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader. (Y4)**
- **Maintain an accurate tense throughout a piece of writing. (Y4)**
- Using exciting and interesting words which suit the text type to engage our reader. (Y4)
- Regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition. (Y4)
- Write a satisfying ending. (Y4)
- Use fronted adverbials and adverbial phrases correctly in our writing. (Y4)
- Accurately punctuate subordinate clauses in complex sentences. (Y4 and Y5)
- **Proofread for spelling, punctuation and grammar errors. (Y4 and Y5)**
- **Confidently punctuate speech correctly, including commas and full stops where appropriate. (Y4 and Y5)**
- **Consistently use apostrophes for singular possession and contractions.**
- Regularly spell common homophones correctly. (Y4 and Y5)
- Use knowledge of word families to help with their spelling. (Y4 and Y5)

In **Mathematics** we will be working on these key skills:

- **Consolidating methods of calculation and considering the most effective methods.**
- **Developing reasoning skills in order to explain mathematical work.**
- **Using accurate mathematical vocabulary.**

We will develop these skills while covering:

- **Consolidating methods of calculation and considering the most effective methods.**
- **Developing reasoning skills in order to explain mathematical work.**
- **Using accurate mathematical vocabulary.**
- **Reading, writing and ordering numbers up to 100,000 and know the value of each digit.**

- Counting forwards and backwards in steps of 100, 1000, 10,000 to 1,000,000 from any number.
- Being able to count forwards and backwards through zero and use negative numbers in simple calculations.
- Understanding the terms: factor, factor pairs, prime and multiple.
- Using times tables and related division facts.
- Comparing and ordering fractions where denominators are multiples of the same number.
- Finding equivalent fractions.
- Using understanding of place value to multiply and divide whole and decimal numbers by 10, 100 and 1000.
- Using formal written methods to multiply up to 2 digits by 1-digit numbers.
- Using short division to divide up to 4-digit by 1-digit numbers, explaining remainders.
- Estimating and comparing obtuse, acute and reflex angles.
- Understanding composite shapes.
- Rounding any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, 100,000.
- Rounding including decimals with two decimal places to the nearest whole number and also to one decimal place.
- Practising to mentally add and subtract large numbers (10,000).
- **Ordering whole numbers up to six digits and decimals with up to three decimal places.**
- **Consolidate knowledge of the four operations and the different methods we can use. (Y4 and Y5)**

In **Science** we will be introducing the different areas of science including: biology, physics and chemistry. The skills we will be developing in Year 5 are:

- **Planning own investigations while understanding the components (variables, hypothesis, fair test, organising data, conclusions).**
- **Using accurate scientific vocabulary.**

We will develop these while learning about:

Earth and Space

- Describing the Sun, Earth and Moon as approximately spherical bodies.
- Describing the movement of the Earth, and other planets, relative to the Sun in the solar system.
- **Describing the movement of the Moon relative to the Earth.**
- Using the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Investigating night and day in different parts of the Earth.
- Investigate how shadows are formed

In **Computing** we are understanding how to stay safe online and looking at the meaning and purpose of programming. The skills we will be developing this term in Year 5 are:

- **Use technology safely, respectfully and responsibly**
- **Recognise acceptable/unacceptable behaviour**
- **Identify a range of ways to report concerns about content and contact**
- Select, use and combine a variety of software on a range of devices to design and create a range of programs
- Explaining how stop motion animation is made and using software to create my own
- Design, write and debug programs that accomplish specific goals
- Use sequence, selection and repetition in programs

- Use logical reasoning to explain how some simple algorithms work
- Work with variables and various forms of input
- **Detect and correct errors in algorithms and programs**

In **Geography** we will be building on previous knowledge of the local area to develop our map skills and compare and contrast to local in the UK.

We will develop this through:

- Naming and locating countries and cities in the UK.
- **Using a globe, maps & some OS symbols on maps to name and locate counties & cities of the UK.**
- Learning more about the geographical regions of the UK & their identifying physical and human characteristics, including **more** cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts.
- **Giving a few reasons for the impact of geographical influences/ effects on people place or themes studied (job opportunities, tourism, housing).**
- Providing greater detail of geographical regions of the UK & their identifying physical and human characteristics.
- Orienteering

In **History** we will be further developing our skills to use primary and secondary sources and artefacts to determine if sources are reliable or not. We will be doing this while learning about the Normans.

We will:

- **Understand the order of things because I know that the past can be divided into different periods of time.**
- Understand important events, people and changes of different periods.
- **Give reasons for the main events and reasons for the changes.**
- **Pick out different ways that the past is shown.**

In **Art** we will develop our skills in borrowing techniques from artists studied as well as further develop autonomy/ownership of their work. We will also be developing evaluation skills.

We will do this through:

- Observe and use a variety of techniques to show the effect of light on objects.
- Use sketch books to inform, plan and develop ideas.
- **Use a variety of techniques to interpret the texture of a surface.**
- Work collaboratively on a variety of sizes and different scales.
- Consider how famous artists use colour: Peter Thorpe.
- **Confidently work from observation or imagination.**
- Take account of the properties of media being used.
- Select and use a range of materials to achieve a specific outcome.
- Explore the texture of pastels.
- Use colour to express moods and feelings.

In **Design and Technology** we will develop the skills necessary to take more autonomy of their designing, making and evaluating process.

We will do this through a diorama based design process linked to our topic on space.

- Generate ideas through brainstorming and identifying a purpose for a product.
- **Select appropriate materials, tools and techniques.**
- Measure and mark out accurately.
- Cut and join with accuracy.

- **Use basic skills in using different tools and equipment safely and accurately, with some support.**
- Evaluate work at the end of the assignment.

In **Music** we are developing our observational listening skills as well as our music vocabulary. We will do this through:

- **Describe music using musical vocabulary, Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.**
- **Evaluate how venue, occasion and purpose affects the way music is created, preformed and heard.**
- Think about how a piece of music can create atmosphere and affect the way we feel.
- Discover how music is different across the world, in different countries and different cultures.

PE

In **Invasion games** we will be building on previous learning to develop greater control and skill in game situations. (Basketball/Hockey)

We will do this through:

- **Performing skills with accuracy, confidence and control.**
- Know and find ways to get the ball towards the opponent's goal.
- Choose positions in teams and know how to help attack.
- Suggest ideas for warming up, explaining reasons for choice.
- **Recognise activities that help build strength, speed and stamina.**

In **Net and Wall games**, we will be learning to:

- Explain what they are trying to do and why it is a good idea.
- Carry out warm-up activities carefully and thoroughly.
- Give explanations about how warm-up affects the body.
- Know why warming up is important to help improve play.
- Know the types of exercise they should concentrate on (speed and flexibility)
- **Know the difference between attacking and defending skills.**
- Recognise activities that help strength, speed and stamina.
- Know what they are successful at and what they need to practise more.
- Try things out and ask for help to perform better.
- Know how to mark and defend their goal.
- Recognise activities that help strength, speed and stamina.
- Choose positions in their teams and know how to help attack.
- **Use a variety of tactics to keep the ball.**
- Know and find ways to get the ball towards the opponents' goal.
- **Look for specific skills used in a game and explain if they are being done well.**
- Work well with others, adapting play to suit the strengths of everyone.
- Spot the spaces in their opponents' court and try to hit the ball towards them.
- Position themselves well on court.
- Play shots on both sides of the body and above the head.
- Direct the ball reasonably well towards an opponents' court.
- Show good backswing, follow through and feet positioning.
- Spot the spaces in an opponents' court and try to hit the ball towards them.

In **French** we will be building the conversational skills as well as beginning to write in French. We will do this through our unit on school.

- Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.
- Re-read frequently a variety of short texts.
- Write words, phrases and short sentences, using a reference.
- Recognise patterns in simple sentences.
- **Apply knowledge of rules when building sentences.**
- **Apply grammatical knowledge to build sentences.**
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification.
- Appreciate that different languages use different writing conventions.
- **Listen attentively and understand more complex sentences.**
- Practise new language with a friend and outside the classroom.
- Look and listen for visual and aural clues.
- Make simple sentences.
- Look and listen for visual and aural clues.

In **PSHE** we will continue to build the social, emotional and safety awareness in the pupils in order to enable them with the life skills they need as they mature and face the world more independently.

Pupils will learn:

- **how important friendships are in making us feel happy and secure** and how people choose and make friends
- **the importance of respecting others, even when they are very different from them**
- how to recognise who to trust
- how to judge when a friendship is making them feel unhappy or uncomfortable
- **how to manage situations involving conflict** and when to seek help or advice from others if needed
- **that mental wellbeing is a normal part of daily life, in the same way as physical health**
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

An overview of the work being carried out in Year 5 during the **Spring Term**:

In **RE** the key skills we are developing in Year 5 are:

- **Use of the Bible to locate Scripture.**
- **Building deeper understanding of the Scripture pupils are familiar with from previous learning.**
- **Linking Scripture to their own experiences and the ability to show evidence of this in written work.**

We will develop these skills through our topics which are:

Mission

- Looking at our diocese and how inspirational leaders live their missions.
- Learning about the role of the Bishop.
- Thinking about the mission of our diocese.

Memorial Sacrifice

- Exploring how memories are kept alive.

- Linking the Passover to the Eucharist.
- Understanding that the Eucharist is a memorial and a sacrifice.

Giving: Sacrifice

- Understand the cost and reward of giving to others.
- Looking at how we can grow spiritually during Lent.
- Exploring the betrayal of Jesus as well as his death as a sacrifice for us.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 4 curriculum to be taught alongside Year 5 objectives.

In **English** we will be working on developing skills related to description building on previous knowledge of parts of speech in order to be able to apply a higher level of description to a variety of text types. We are also continuing to foster a love and enjoyment in reading across a variety of genres while further developing their inference, deduction and reasoning skills. We provide this through our work which based on the Power of Reading.

Our texts for this term is: Street Child by Berlie Doherty, The Just So Stories by Rudyard Kipling and Varmints by Helen Ward.

In **Reading** we will develop these various skills by:

- Know a range of children's authors and poets.
- **Summarise using an appropriate amount of detail as evidence.**
- Explain some choices an author has made in structuring and organising their text.
- Answer questions about the words and phrases used in a text.
- **Answer questions drawing on information from several places in the text.**

In **Writing** we will develop these various skills by:

- Write for a range of purposes and audiences, confidently selecting structure and organisation.
- **Describe settings, characters and atmosphere to consciously engage the reader.**
- Use dialogue to convey a character and advance the action with increasing confidence.
- **Create paragraphs that are usually suitably linked.**
- **Use known genres to create writing to suit Power of Reading texts.**
- Proofread work, assess the effectiveness of writing and make corrections and improvements.
- Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time and place adverbials.
- **Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).**
- **Consolidate use of speech punctuation, particularly the position of the comma.**
- Spell many words from the Year 5/6 word list; focusing on spellings words with prefixes and suffixes.
- Spell complex homophones correctly (affect/effect, practise/practice, past/passed).
- Continue to increase the speed of handwriting by choosing the shape of the letter to use when given a choice and joining letters accurately.
- Write explanation texts using correct structure. (in history)
- **Identify and use relative pronouns.**
- Experiment with clause position in complex sentences.
- **Edit and improve written pieces.** Consistently use correct apostrophes to show possession and omission.
- Spell some verb prefixes correctly (deactivate, overturn).

In **Mathematics** we will be working on these key skills:

- **Consolidating methods of calculation and considering the most effective methods.**
- **Developing reasoning skills in order to explain mathematical work.**
- **Using accurate mathematical vocabulary.**

We will develop these skills while covering:

- Using formal written methods, multiply up to 4 digits by both one- and two-digit numbers.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- **Using times tables and related division facts.**
- Comparing and ordering fractions where denominators are multiples of the same number.
- Finding equivalent fractions.
- Using understanding of place value to multiply and divide whole and decimal numbers by 10, 100 and 1000.
- Using short division, divide up to four digits by one digit and be able to explain any remainders.
- Compare/order fractions where denominators are multiples of the same number.
- **Find equivalent fractions.**
- **Recognise mixed numbers and improper fractions and be able to convert from one to the other.**
- Be able to add/subtract fractions with a common denominator. Use this knowledge in problem solving.
- **Multiply proper fractions and mixed numbers by a whole number.**
- Say, read and write decimal numbers, fractions and percentages. **Use the relationship to solve problems.**
- Say, read and write decimal fractions and related tenths, hundredths and thousandths accurately.
- **Solving multi-step problems, choosing the correct operations and explain your methods.**
- Solving problems that involve converting between units of time.
- **Find the area of straight-sided shapes by counting squares. Measure and calculate perimeters in centimetres and metres. (Y4)**
- Interpret and present discrete and continuous data in various ways, including bar charts and time graphs. (Y4 through science)
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. (Y4 through science and geography)
- **Consolidate knowledge of the four operations and the different methods we can use. (Y4 and Y5)**

In **Science** we will be introducing the different areas of science including: biology, physics and chemistry. The skills we will be developing in Year 5 are:

- **Planning own investigations while understanding the components (variables, hypothesis, fair test, organising data, conclusions).**
- **Using accurate scientific vocabulary.**

We will develop these while learning about:

Force

- **Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.**
- Identifying the effects of air resistance, water resistance and friction, that act between moving surfaces.

- 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, casual relationships and explanations of and degree of trust in results.
- **Identifying scientific evidence that has been used to support or refute ideas or arguments.**
- Recognising some mechanisms, including levers, pulleys and gears.

Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- **Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.**
- **Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.**
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- **Demonstrate that dissolving, mixing and changes of state are reversible changes.**
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

In **Computing** we are understanding how music programming apps are created, and we are refining our research skills to find accurate information. The skills we will be developing this term in Year 5 are:

- **Consolidating how to design, write and debug programs that accomplish specific goals.**
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.
- **Solve problems by decomposing them into smaller parts**
- Use technology effectively and appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- **Use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour, and identifying a range of ways to report concerns about content and contact.**

In **Geography** we will be studying physical geography focusing on coasts and rivers.

We will develop this through:

- **Understand more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features, including naming some UK hills, mountains and rivers or types of coast.**

- Provide greater detail of geographical regions of the UK and their identifying physical and human characteristics.
- **Demonstrate understanding of key aspects of physical geography, e.g. climate zones, biomes and vegetation belts.**
- Explain the water cycle using a diagram.
- Use precise geographical words when describing geographical places, features and processes, such as erosion, deposition, mouth, source, tributary, cliff, bay, headland, relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region, raw material, energy, fuel, power, natural resource, labour.

In **History** we will be further developing our skills to use primary and secondary sources and artefacts to determine if sources are reliable or not.

We will be doing this while learning about the Victorians.

We will:

- **Understand the order of things because I know that the past can be divided into different periods of time.**
- Understand important events, people and changes of different periods.
- **Give reasons for the main events and reasons for the changes.**
- **Pick out different ways that the past is shown.**
- Draw a timeline showing different time periods and different information i.e. when famous people lived.
- Understand that crime and punishment have changed over the years.

In **Art** we will develop our skills in borrowing techniques from artists studied as well as further develop autonomy/ownership of their work. We will also be developing evaluation skills.

We will study William Morris, Monet and Victorian portraiture.

We will do this through:

- Observe and use a variety of techniques to show the effect of light on objects.
- Use sketch books to inform, plan and develop ideas.
- **Produce increasingly accurate drawings of people.**
- **Begin to show perspective when drawing.**
- Organise line, tone, shape and colour to represent figures and forms in movement.
- **Confidently work from observation or imagination.**
- **Combine graphics and text based on research.**
- Create freeze-frames that depict thoughts and feelings of a character and voice these feelings.

In **Design and Technology** we will develop the skills necessary to take more autonomy of their designing, making and evaluating process.

We will do this through a Victorian puppet theatre based design process linked to our topic on Victorians.

New skills to be learned: scoring, reinforcing, detailed diagram drawing.

- Generate ideas through brainstorming and identifying a purpose for a product.
- **Select appropriate materials, tools and techniques.**
- Produce a detailed step-by-step plan.
- Check to see whether anything can be improved.
- Evaluate appearance and function against the original criteria

In **Music** we are developing our observational listening skills as well as our music vocabulary. We will do this through:

- **Describe music using musical vocabulary, Pitch, Duration, Dynamics, Tempo, Timbre, Texture, and Structure.**
- **Begin to include movement to convey the meaning of a song.**
- Identify the difference between pulse and syncopation and begin to use in a composition.
- Use a variety of notation to compose music for different occasions using a given criteria.
- Analyse and compare musical features of a piece within a timeframe.

PE

In **gymnastics** we will be building on previous learning to develop greater control and skill.

We will do this through:

- **Perform combinations of actions that show clear levels, speeds and directions.**
- Perform actions, shapes and balances clearly, consistently and fluently.
- Repeat a longer sequence with extension, clear body shape and changes in direction.
- **Adapt sequences to include a partner or small group.**
- Take more responsibility for their own warm up.
- Understand how muscles work, how to stretch and how to do strengthening exercises.
- Watch and comment on the quality of movements, shapes and balances.
- Identify which aspects were performed accurately, fluently and clearly.
- Suggest improvements to speed, direction and level in composition.
- Show clear levels, speeds and directions and perform actions consistently.
- Show extension, clear body shape and changes in direction in phrases with a partner or small group (6/8 actions).

In **Dance** we will be learning to:

- Choose appropriate material to create new motifs in a dance style.
- Perform specific skills, movement patterns and different dance styles with accuracy.
- **Compose, develop and adapt motifs to make dance phrases and use these in longer dances.**
- Warm up and cool down independently.
- Use exercises that stretch and tone the body.
- **Use dance terminology to identify different styles of dance.**
- Talk about the relationship between the dance and its accompaniment.
- Suggest ways to develop technique and composition.

In **French** we will be building the conversational skills as well as beginning to write in French.

We will do this through our unit on school.

- Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.
- Re-read frequently a variety of short texts.
- Write words, phrases and short sentences, using a reference.
- Recognise patterns in simple sentences.
- **Apply knowledge of rules when building sentences.**
- **Apply grammatical knowledge to build sentences.**
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification.
- Appreciate that different languages use different writing conventions.
- **Listen attentively and understand more complex sentences.**
- Practise new language with a friend and outside the classroom.
- Look and listen for visual and aural clues.
- Make simple sentences.

- Look and listen for visual and aural clues.

In **PSHE** we will continue to build the social, emotional and safety awareness in the pupils in order to enable them with the life skills they need as they mature and face the world more independently.

We will do this through our units: Caring and responsibility, Core British Values and Families and Committed Relationships.

Pupils will learn:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That there is a normal range of emotions that all humans' experiences in relation to different experiences and situations.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- The values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That families are important for children growing up because they can give love, security and stability.

An overview of the work being carried out in Year 5 during the **Summer Term**:

In **RE** the key skills we are developing in Year 5 are:

- **Use of the Bible to locate Scripture.**
- **Building deeper understanding of the Scripture pupils are familiar with from previous learning.**
- **Linking Scripture to their own experiences and the ability to show evidence of this in written work.**

We will develop these skills through our topics which are:

Transformation

- Know and understand: Transforming energy, Pentecost and the celebration of the Spirit's transforming power
- Acquire the skills of assimilation, celebration and application of the above.

Freedom and Responsibility

- Know and understand: Freedom involves responsibility, God's rules for living freely and responsibly and the Commandments.
- Acquire the skills of assimilation, celebration and application of the above.

Stewardship

- Know and understand: God's creation of the world and our responsibility to look after it.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 4 curriculum to be taught alongside Year 5 objectives.

In **English** we will be working on developing skills related to description building on previous knowledge of parts of speech in order to be able to apply a higher level of description to a variety of text types. We are also continuing to foster a love and enjoyment in reading across a variety of genres while further developing their inference, deduction and reasoning skills. We provide this through our work which based on the Power of Reading.

Our texts for this term are: Wolf Brother by Michelle Paver and Clockwork by Philip Pullman

In **Reading** we will develop these various skills by:

- **Read age appropriate books aloud with intonation, confidence and fluency.**
- **Give/explain the meaning of new words.**
- Increase their familiarity with fiction genres including books from other cultures.
- Know a range of children's authors and poets.
- Retrieve information from non-fiction books.
- **Predict what may happen using stated and implied details and a wider personal understanding of the World.**
- Use pertinent and technically specific vocabulary when talking about books.
- Increase their familiarity with fiction genres including books from other cultures.
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words. **Predict what may happen using stated and implied details and a wider personal understanding of the World.**

Identify, describe and compare writers' themes across a range of texts.

In **Writing** we will develop these various skills by:

- Comment on the effect that the writer's context has on the meaning of a text.
- **Consolidate use of speech punctuation, particularly the position of the comma.**
- **Edit and improve written pieces.** Consistently use correct apostrophes to show possession and omission.
- **Spell some verb prefixes correctly (deactivate, overturn).**
- **Proofread work, assess the effectiveness of writing and make corrections and improvements.**
- **Write explanation texts using correct structure.**
- Comment on a writer's purpose and viewpoint.
- **Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.**
- Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time and place adverbials.
- Use a range of adverbs and modal verbs to indicate degrees of possibility.
- Use the following punctuation correctly: commas to clarify meaning and avoid ambiguity, commas for parenthesis, brackets for parenthesis, dashes for parenthesis, correct speech punctuation.
- Consolidate understanding of using an apostrophe "s" for possession or just an "s" as plural.
- Convert nouns or adjectives into verbs using suffixes (classify, criticise, designate).
- Continue to ensure handwriting is correctly sized and well controlled.
- Link openings to closings.
- Consider verb forms to aid description.
- Use commas for parenthesis.

In **Mathematics** we will be working on these key skills:

- **Consolidating methods of calculation and considering the most effective methods.**
- **Developing reasoning skills in order to explain mathematical work.**

- **Using accurate mathematical vocabulary.**

We will develop these skills while covering: The four operations, Problem solving and word problems involving the four operations and geometry.

- When solving multi-step problems, choose the correct operations and explain methods.
- Round answers appropriately.
- **Using formal written methods, multiply up to 4 digits by both one- and two-digit numbers.**
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Solve problems that involve converting between units of time, including time lapse.
- **Draw and measure angles in degrees.**
- Estimate and compare acute, obtuse and reflex angles.
- Know that 360° is a whole turn.
- **Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.**
- Match a net to its 3D shape.
- Describe the position of a shape following a reflection or translation.
- Drawing and measuring angles in degrees.
- Knowing that 360 is a whole turn.
- Identify and compare the sizes of acute and obtuse angles. (Y4)
- Identify lines of symmetry in 2D shapes in different orientations. Complete drawings. (Y4)
- Compare and classify geometric shapes, including quadrilaterals and triangles based on properties and sizes. (Y4)
- Plot specified points and draw sides to complete a given polygon. (Y4)
- Describe positions as coordinates in the first quadrant. Describe simple translation. (Y4)
- **Consolidate knowledge of the four operations and the different methods we can use.** (Y4 and Y5)
- **Multiply proper fractions and mixed numbers by a whole number.**
- Say, read and write decimal numbers, fractions and percentages. **Use the relationship to solve problems.**
- Say, read and write decimal fractions and related tenths, hundredths and thousandths accurately.
- **Solving multi-step problems, choosing the correct operations and explain your methods.**
- Solving problems that involve converting between units of time.

In **Science** we will be introducing the different areas of science including: biology, physics and chemistry. The skills we will be developing in Year 5 are:

- **Planning own investigations while understanding the components (variables, hypothesis, fair test, organising data, conclusions).**
- **Using accurate scientific vocabulary.**

We will develop these while learning about:

Animals including humans

- **Describe the changes as humans develop to old age.**
- **Report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.**
- **Identify scientific evidence that has been used to support or refute ideas or arguments.**

Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- **Describe the life process of reproduction in some plants and animals.**

In **Computing** we are understanding how to use binary code and transfer data, and looking at developing our 3D design skills. The skills we will be consolidating this term in Year 5 are:

- Understanding computer networks including the internet and how they can provide multiple services, such as the world-wide web, and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Consolidate knowledge of selecting, using and combining a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- **Consolidating how to design, write and debug programs that accomplish specific goals.**
- **Use sequence, selection and repetition in programs; work with variables and various forms of input and output.**
- **Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.**
- **Solve problems by decomposing them into smaller parts**

In **Geography** we will be studying physical geography focusing on South America.

We will:

- Identify some of the world's countries, focusing on South America; concentrating on environmental regions, key physical and human characteristics, countries and major cities.
- **Demonstrate understanding of geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America.**
- **Justify and give some reasons for geographical similarities and differences between UK, European and North/South American regions.**
- Demonstrate understanding of key aspects of physical geography, e.g. climate zones, biomes and vegetation belts.
- Use precise geographical words when describing geographical places, features and processes, such as erosion, deposition, mouth, source, tributary, cliff, bay, headland, relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region, raw material, energy, fuel, power, natural resource, labour.

In **History** we will be further developing our skills to use primary and secondary sources and artefacts to determine if sources are reliable or not.

We will be doing this while learning about the Mayans.

We will:

- **Make comparisons between historical periods, explaining what has changed and what has remained the same.**
- Draw a timeline showing different time periods and different information i.e. when groups of people lived.
- Use mathematical skills to work out exact timescales.
- **Test out a hypothesis in order to answer questions.**

In **Art** we will develop our skills in borrowing techniques from artists studied as well as further develop autonomy/ownership of their work. We will also be developing evaluation skills.

Artist Study – Lowri and Matisse and Frink.

Mayan Printing

We will:

- **Create an accurate print design that meets a given criteria.**
- Print using a number of colours.
- Print onto different materials.
- **Create a print based on the work of a famous designer (e.g. Escher, etc.).**
- Sculpt clay and other mouldable materials.
- Experiment with/combine materials and processes to design and make a 3D form.
- Recognise sculptural forms in the environment (e.g. furniture, buildings).
- Discuss own work and work of other sculptors (e.g. Frink, etc.).

In **Design and Technology** we will develop the skills necessary to take more autonomy of their designing, making and evaluating process. Mayan Printing (cross over with art)

Making Mayan food)

We will:

- Produce a detailed step-by-step plan.
- Suggest some good alternative plans and discuss the positives and negatives about each.
- Keep checking that design is the best that it can be.
- Check to see whether anything can be improved.
- **Evaluate appearance and function against the original criteria.**
- **Describe how to be both hygienic and safe.**
- Present a product well.

In **Music** we are developing our observational listening skills as well as our music vocabulary.

Motown and Music of South America

We will:

- Recognise and use basic structured forms when playing, e.g. rounds, variations and rondo.
- Identify the difference between pulse and syncopation and begin to use in a composition.
- **Use a variety of notation to compose music for different occasions using a given criteria.**
- **Perform from simple notation maintaining individual part, using major and minor scales.**
- Organise ideas into a simple composition, using melody, chords and structures.

PE

In **Athletics** we will develop on the skills previously taught.

We Will:

- Perform a range of jumps showing power, control and consistency at both take-off and landing.
- **Organise themselves in small groups safely, take turns and play different roles.**
- Know and understand the basic principles of relay take-overs.
- **Take part well in a relay event.**
- Perform a range of warm up activities.
- Say why some athletic activities can improve strength, power or stamina, and explain how these can help performance in other types of activity.
- Watch a partner/s athletic programme and identify and main strengths.

- **Identify parts of the performance that need to be practised and refined and suggest improvements.**

Team games (Cricket)

- **Hit a ball with purpose, varying the speed, height and direction.**
- Explain what they are trying to achieve and why it is a good idea.
- Spot the spaces in an opponent's court and to try and hit the ball towards them.
- **Position themselves well on court.**
- Play shots on both sides of the body.
- Direct the ball reasonably well.
- Carry out warm up activities carefully and thoroughly.
- Give good explanations of how warm up activities affect the body.
- Know why warming up is important to help them play better.
- Know the types of exercise they should concentrate on, e.g. speed and flexibility.
- Know what they are successful at and what they need to practise more.
- Try things out and ask for help to perform better.
- **Work well with others, adapting their play to suit their own and others' strengths.**

In **French** we will be building the conversational skills as well as beginning to write in French. We will do this through our units on holidays and home.

We will:

- Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.
- Re-read frequently a variety of short texts.
- Write words, phrases and short sentences, using a reference.
- Recognise patterns in simple sentences.
- **Apply knowledge of rules when building sentences.**
- **Apply grammatical knowledge to build sentences.**
- Use actions and rhymes to aid memorisation.
- Ask for repetition and clarification.
- Appreciate that different languages use different writing conventions.
- **Listen attentively and understand more complex sentences.**
- Practise new language with a friend and outside the classroom.
- Look and listen for visual and aural clues.
- Make simple sentences.
- Look and listen for visual and aural clues.

In **PSHE** we will continue to build the social, emotional and safety awareness in the pupils in order to enable them with the life skills they need as they mature and face the world more independently.

We will do this through our units: Healthy Body Healthy Mind, Coping with Change, and RSE/Puberty.

The pupils will learn:

- **The importance of self-respect** and how this links to their own happiness.
- **That mental wellbeing is a normal part of daily life, in the same way as physical health.**
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- **About personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing.**
- The facts and science relating to allergies, immunisation and vaccination.

- **How to recognise and talk about their emotions**, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- **How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**
- **Key facts about puberty and the changing adolescent body**, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.