

## Literacy

**Key Texts:** *The Works* by Paul Cookson,  
*Street Child* by Berlie Doherty

**Purpose for writing:** Performance poetry and story writing

**Writing:** Children will be looking at the structure of a historical fiction introduction and how writing is used to create a detailed scene—recapping the features of writing covered this year.

**Grammar:** Pupils will be learning how features from the text can be used to inform their own historical fiction introduction to a story. (speech, relative clauses, commas/brackets for parenthesis, short sentences for dramatic effect/suspense). Children will also be exploring the language features of performance poetry focusing on metaphors, alliteration, onomatopoeia and its rhyming structure. They will be able to perform these poems to the class and will be developing their speaking skills

**Word Reading / Comprehension:** Children will be learning a wide range of vocabulary from the book *Street Child* to help their understanding of the text. Key vocabulary will also be explored when the children read, examine and create their own performance poetry.

**Prior learning**—have stamina for writing by writing narratives, consider what they will write beforehand, make simple revisions to their writing, read aloud their writing. Discuss sequence of events in books and recognise simple recurring literacy language. Discuss and clarify meanings of words and make links to new words. Draw on background knowledge, and make inferences on what is being done. (KS1)

## History

**Focus: Crime and Punishment:** Children will continue their learning about crime and punishment by focusing on how this changed throughout history from Anglo-Saxons through to the present day. They will look at the modern day court and methods of identifying criminals, such as DNA database. Children will look at similarities and differences over the punishments and compare changes over time. This includes looking at causes to some methods and whether previous era's influenced ours today.

(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt.)

## DT

**Focus: Mechanical Systems: Cams**

The children will be making a moving toy which could be put on display in a shop for Hamley's. They will be incorporating cam-driven components for their toy with oscillating, rotating or reciprocating movements.

They will have the opportunities to design, make and evaluate their product and develop key skills.

(Please see D.T. knowledge organiser for essential knowledge and vocabulary to be

## RSHE

**Focus: Changing Me**

**Relationships and Health Education**

Children will discuss self-image and body image to develop knowledge of self-esteem. There will be a recap on puberty for boys and girls including the social and emotional aspects of becoming an adolescent; conception and gestation explained in simple biological terms. Then finally exploring looking ahead into Year 6 and reflect on this change.

## Curie and Hawking

**Year 5: Summer 2**

## Computing

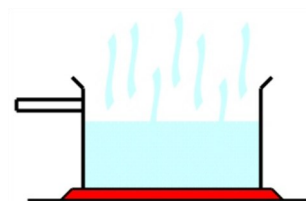
**Focus: 3D Modelling**

Making a computer aided design to fit a certain criteria, refine and print the model and explore the effect of moving points when designing.

## Crime and Punishment



## Reversible and Irreversible



## Music

**Focus:** We will be learning songs for the summer show to support the Year 6. We will be learning about musical notation and identifying notes on a stave, and composing a melody.

## French

**Focus:** Time, favourite sports and travel.

Revisit setting the date and give the date of your birthday including the four seasons. What sports do I do? What is my favourite sport? What I would like to do. I am going on holiday by car, plane, boat or train.

## PE

**Focus:**

**Outdoor: Football**  
**Indoor: Athletics**

## Maths

**Key Facts: Decimals and Negative numbers**

The children will add and subtract decimals within 1 whole using known facts. They will move on to using a formal method to add and subtract decimals later in this block. Through unitising, children will be able to make connections between whole numbers and decimals. For example, 7 ones + 9 ones = 16 ones, therefore 7 hundredths + 9 hundredths = 16 hundredths. The children will develop a good understanding of place value, by using a stem sentence which allows children to recognise that the unit they are adding or subtracting must be the same, so in this example 48 hundredths + 30 hundredths = 78 hundredths. Children will be introduced to negative numbers and counting through zero in 1s. This will extend to counting through zero in multiples, finding the difference, and comparing and ordering negative numbers.

**Key Facts: Converting Units and Volume**

The children will revise kilograms and kilometres, millimetres and millilitres, to then progress to converting units of length and time. They will convert between metric and imperial, and use skills to calculate timetables. Children will explore cubic centimetres, compare and estimate volume, and estimate capacity.

**Prior learning**— Children will have prior knowledge of decimals, time and length measurements. Children will have studied mass and capacity in Year 3 too.

## Science

**Materials:** Children will learn about how some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

**Working Scientifically:** Children will learn how to: ask relevant questions, plan a scientific enquiry to answer a question, take accurate and precise measurements using a range of scientific equipment, set up further comparative / fair tests using test results.

(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)

## RE

**Focus: Why do some people believe in God and some people not?**

**Make sense of belief:** Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs

Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from

**Understand the impact:** Make clear connections between what people believe about God and the impact of this belief on how they live

Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

**Make connections:** Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging their own about in their own lives, in the light of their learning.