

Year 5 Curriculum – Summer Term 2019

We shall be following the National Curriculum and will link work to other areas of the curriculum wherever possible. There will be an on-going emphasis on presentation skills and the use of cursive script.

ENGLISH

Persuasive writing

We will investigate the use and effect of persuasive writing in a selection of diverse situations; from adverts and brochures to letters. Then, we shall create a holiday brochure linked to our residential trip to persuade more children or teachers to visit Kingswood, Overstrand.

Poetry

After enjoying a scattering of poetry earlier in the year, we will delve further into the depths of the English language looking at how we can carefully intertwine structure, rhyme, rhythm and performance to create art with our words.

Narratives

We will revisit narrative fiction and look at ways of applying our new skills developed over the year, especially those linked to vocabulary selection, building noun phrases and awareness of the audience, to develop intricately crafted stories.

We will also work on:

Speaking competently and creatively for different purposes and audiences.

Conveying detailed information coherently for listeners.

Using dictionaries and thesauruses routinely, including sorting by alphabetical order to third and fourth place letters.

Developing editing skills in texts.

Note taking, turning notes into prose and vice versa.

SPELLING, PUNCTUATION and GRAMMAR

During our spelling sessions we will be focusing on two topics this term. Firstly, understanding the use of the apostrophe in contracted forms of words. Secondly we will be revising and investigating links between meaning and spelling when using affixes. We will also be practicing the spelling of high frequency words and commonly misspelled words.

MATHS

Fractions, decimals & percentages

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Read and write decimal numbers as fractions
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place

- Read, write, order and compare numbers with up to 3 decimal places
- Solve problems involving number up to 3 decimal places
- Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, 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 fractions with a denominator of a multiple of 10 or 25.

Shape

Geometry – properties of shapes:

- Using the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguishing between regular and irregular polygons based on reasoning about equal sides and angles.
- Identifying 3d shapes, including cubes and other cuboids, from 2d representations.
- Being able to identify and accurately measure angles in degrees

Position & Direction:

- 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.

Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²).
- Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water].
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

SCIENCE

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and 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 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.

IPC – THE HOLIDAY SHOW

Travel and tourism are key parts of life, both today with ever cheaper flights across the world and historically. In this unit we will look at what people look for in different types of holidays and investigate from a socio-geographic perspective. Our work will be enhanced by our residential trip to Overstrand.

During this unit we will be finding out about our responsibilities as tourists, and the impact that our choice of holiday and travel destination can have on the environment.

In Geography we'll be finding out:

- About a tourist attraction in our local area.
- About the role of our local Tourist Information Centre.
- How maps can give us tourist information.
- About tourism and its impact on regions, countries and cultures.
- How we can create an eco-friendly, sustainable holiday resort.

In History, we'll be finding out:

- How to create a history tour of our local area/host country.

In Design Technology, we'll be finding out:

- How to evaluate materials used to market holidays
- How to create our own marketing materials to sell a holiday.

In Music, we'll be finding out:

- About music from different countries around the world.

In Computing, we'll be finding out:

- How to plan a holiday route around the world using QR codes to identify different locations.
- How to create their own translation app for a world traveller to use on their mobile phone.

IPC – WEATHER AND CLIMATE

In Geography, we'll be:

- Finding out about weather and climate in different parts of the world;
- Finding out how human activities in different regions are affected by weather and climate
- Producing our own weather forecasts;
- Finding out how clouds are formed;
- Finding out about the water cycle;
- Finding out about some extreme weather records.

In Science, we'll be:

- Conducting experiments to simulate weather types;
- Making predictions, observations, and drawing conclusions;
- Finding out about ways we can measure and record weather.

In Technology, we'll be:

- Designing and building our own weather station instruments;
- Finding out about the different types of modern technology used to measure weather.

In International, we'll be:

- Finding out about climate and environmental problems in our home and host countries;
- Finding out what simple things we can do to help improve our environment.

RE

This term, Year 5's work will be asked to think about "Belief Through Art: How do people express their religious and spiritual ideas through art?" and People of God "How can following God bring freedom and justice?"

These units will give the children an opportunity to revise and consolidate the work they have done throughout their time at Oundle Primary School on Judaism, Islam and Christianity. This unit of work enables pupils to investigate the importance of prayer to Jews and Muslims, making links between the two faiths alongside Christianity and the experiences of the pupils. The focus is on the role of prayer in the life of Jews and Muslims and how this impacts on their life. Pupils will be expected to think for themselves about questions to do with beliefs and practice. Pupils will be encouraged to consider what can be learned from the concepts studied whilst referring to their own experiences, beliefs and values, and the points of connection or difference between them. Through this term we will cover two topics of work.

PE

Throughout this term we shall be covering athletics, cricket and other summer ball games in our outdoor P.E sessions. We have the opportunity to build on our skills developed in Year 4 through our weekly cricket sessions. We will also have a focus on athletics as we prepare for our annual Sport Day. As the weather warms up it is a good idea for the children to have a cap in school to keep the sun off their eyes as they play. Trainers are also useful and a water bottle is essential.

During our indoor P.E lessons we will be taking part in Gymnastics with a specialist instructor, where the children will be building skills and creating a performance. We will also be covering fitness coaching where the children will take a fitness assessment and try to build up their stamina and strength before the end of term.

COMPUTING

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.

We are cryptographers

The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.

PSHE

Relationships

During this topic children will be focusing on relationships with each other and their families. Children will work on knowing how to make friends as well as how to try to solve friendship problems when they occur. They will also look at how to help others to feel part of a group and showing respect in how they treat others as well as what makes for a good relationship.

Changing me

During this unit the children will be exploring how and when their bodies will change. We will welcome our school nurse to join us with educating the children on this important topic. The children will try to understand that everyone is unique and special whilst knowing who to ask for help if they are worried about change. They will also look at how to understand and respect the changes that they see in themselves and respect the changes that they see in other people.

FRENCH

In Year 5 the children will continue to improve upon their knowledge of French culture and extending their vocabulary in their weekly lessons. Their lessons will be linked to their IPC topics as often as possible.

MUSIC

Our weekly music session will give children the opportunity to use a variety of instruments and their voices. They will also get the opportunity to sing once a fortnight during our choir sessions and, near the beginning of term, compete in a schools choir competition. Again, these sessions will be linked to our IPC topics as often as possible.

Any items you have at home to support or enrich our work would be welcome. Please feel free to talk to us about any way you think you could support us. We look forward to an exciting and fun term.

Tracy Tracey and Julia Wrightson