

# Work to be covered in the Summer Term by Year 5.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope it will also enable you to support your child at home in their studies.

If there is anything contained in this leaflet that you don't understand, please contact your child's class teacher.

## Maths:

- Read, write, order and compare numbers up to 1 000 000 and determine the value of each digit.
- Round any number to 1 000 000 to the nearest 10, 100, 1000, 10 000, 100 000.
- Count forwards and backwards with negative and positive numbers whole numbers, including through zero.
- Multiply numbers up to four- digits by a one- or two- digit number using a formal written method.
- Divide numbers up to four-digits by a one-digit whole number using a formal method and interpret remainders appropriately in context.
- Solve problems involving multiplication and division.
- Add and subtract whole numbers with more than 4 digits, including using formal methods.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Read, write and order numbers with up to three decimal places.
- Identify, describe and represent the position of a shape.
- Draw angles and measure them in degrees.

## English:

- To write using a variety of genres including: playscripts, myths, poetry, adventure stories and discussion
- Read examples of stories from different cultures and traditions, older literature, traditional stories, myths and legends
- Select a character and use role-play to explore the story from their point of view
- Punctuate sentences accurately, including: question marks, exclamation marks, colons, commas, and speech marks.
- Link clauses in sentences using a range of connectives
- Organise writing in paragraphs
- Learn spelling patterns and apply spelling rules
- Develop a legible, fluent handwriting style

## Computing:

- To continue to use SketchUp to create a virtual art gallery, based on real life examples. Children will display their own computerised artwork and go on a virtual walk-through.
- To continue to understand the issues related to E-safety

## Science:

- To compare and group together everyday materials on the basis of their properties.
- To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- To use knowledge of solids, liquids and gases to decide how mixtures might be separated.
- To demonstrate that dissolving, mixing and changes of state are reversible changes
- To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.
- To describe the movement of the Earth and other planets relative to the sun in the solar system
- To describe the movement of the moon relative to the Earth
- To describe the sun, Earth and moon as approximately spherical bodies
- To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

## RE:

- To consider how the bible helps Christians to understand their faith
- To explore the theme of sacrifice in the Old Testament
- To discuss and ask appropriate questions about Holy week
- To consider whether God intended Jesus to be crucified
- To express opinions about Jesus's crucifixion being God's plan

**Music:**

- To be able to add un tuned percussion to a song
- To be able to perform the song with un tuned percussion.
- To be able to sing a song with two distinct sections.
- To be perform a song with emphasis on: articulation, expression, enjoyment and synchronisation.
- To perform rhythms in different styles.
- To choose different instruments for different styles of music.
- To add vocal rhythms to the track

**PE:****Indoor - Gymnastics**

- To perform actions, shapes and balances consistently and fluently.
- To choose and apply basic ideas to the sequences they create.
- To understand the importance of warming up and how this relates to good quality performance.
- To know why physical activity is good for health.
- To evaluate their own and others' work.

**Outdoor- Athletics**

- To sustain their pace over longer distances and run more rhythmically.
- To throw over arm with greater control.
- To perform a range of jumps showing control and consistency.
- To know and understand the basic principles of relay take-overs.
- To understand and perform a range of warm up activities.

**Invasion Games**

- To develop a broader range of techniques of attacking and defending.
- To choose and apply skills more consistently in activities.

**Geography/ History: Ancient Greece**

- To know about modern day Greece
- To place Ancient Greece within history
- To know about the Greek Gods
- To compare the Spartan and Athenian way of life.
- To know about the Greek alphabet.
- To investigate what it would be like to be a Greek soldier.
- To know about the Ancient Olympic Games.

**French:**

- To be able to communicate telling the time in French
- To know the names of classroom objects and have a conversation with a partner about this.

**DT**

- To understand the types of food authentic to Mexico and gather ideas of what they will need for a Mexican meal
- To taste food in order to select the correct ingredients.
- To prepare food hygienically and safely
- To evaluate a Mexican meal.
- To create 3D products using pattern pieces
- Join fabrics using over sewing, back stitch and blanket stitch.

**Art**

- To replicate patterns, colours and textures in their work.
- To use direct observation and imagination.
- To discuss their own work and that of others.

**PSHE:****Living and Growing - Relationships (Sex Education)**

- To explore what will happen during puberty
- Explore changes to boys and girls
- To know how babies are made.
- To label parts of the body correctly.
- Child Sexual Exploitation "Alright Charlie"

**Drugs education** - awareness and safety.

- To know that it is OK to be different and say no.
- Explore how to deal with peer pressure.

**Safeguarding - Curriculum Links**

- Relationships and Sex Education
- Changes to boys and girls with links to FGM and Breast Ironing
- Sign posting outside agencies for support in above areas.
- CSE Grooming Child Sexual Exploitation
- Worry Boxes for children to direct discussion during RSE and CSE sessions
- Drugs Education