

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, performance poetry, film narrative 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:

- Continuing 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 create a webpage focussing on E-safety issues.

Science:

- To conduct a range of experiments and activities based around the subjects that have already been covered this year.
- We will be studying the life-cycle of a variety of animals including humans. The focus will be on how animals change as they age.

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 – Word Play (Dance unit)

- Perform dance actions with increased control.
- Compose dances by using patterning and formations.
- Perform dances expressively.
- Evaluate their own and others' dances.

Outdoor- Athletics

- Sustain their pace over longer distances and run more rhythmically.
- Throw over arm with greater control.
- Perform a range of jumps showing control and consistency.
- Know and understand the basic principles of relay take-overs.
- Understand and perform a range of warm up activities.
- Watch a partners' performance.

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 look at a Greek soldier
- To know about the Ancient Olympic Games.

History: The Victorians

- To know about in Victorian times
- To consider how Queen Victoria made a series of sensible decisions.
- To understand that the Industrial Revolution created many new inventions.

The USA

- To know the states that make up America.
- To know how the American Revolution was fought.
- To understand why New York was so important.

French:

- To be able to talk about the weather
- To extend knowledge of numbers
- To talk about food and what we like to eat.

DT:

- To create a real life Greek mask.
- To use tools and woodwork skills to create a Norman catapult (related back to AT)

Art

- To use a range of sketching techniques
- To create clay pot designs with the style Greek style patterns
- To use paints, wax and shading effectively.
- To apply skills learnt when creating a Greek vase out of clay.

RE:

- What is the best way for a Sikh to show commitment to God?
- Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
- What is the best way for a Christian to show commitment to God?

PSHE:

Proud to be me

- To feel good about themselves
- To accept that everyone has weaknesses and imperfections
- To think about their worries and decide what they might do about them.
- To explore how two people can disagree over something but not always hurt each other's feelings

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.

		<ul style="list-style-type: none">• Explore how to deal with peer pressure. <p><u>Safeguarding - Curriculum Links</u></p> <ul style="list-style-type: none">• 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• Visit from Community Police Officer in ref to Drugs Ed.
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