

Year 5 Summer Curriculum Outline

I would like to take this opportunity to welcome the children back to school after the holidays and into this last academic term of being in Class 5! Outlined are the main topics that we will be learning about this Summer Term. The learning intentions are taken from the 2014 National Curriculum. Those children who exceed these national expectations will be given further enrichment activities that allow them to broaden and deepen their understanding; whilst others who are working towards these national expectations and will be given necessary support.

English

In this first summer term, we will be reading and studying the classic, narrative poem 'The Highwayman' by Alfred Noyes before moving on to writing our own poems. Then next term, our English work will focus on "Journey to the River Sea" by Eva Ibbotson. The children will read the text as a class and have plenty of opportunities for discussion about the story, characters, setting and themes. The children will write across a range of text types, taking inspiration from the setting, characters and events of the story.

Alongside these areas of English, we will also be working on aspects of spelling, punctuation and grammar.

Our key objectives will be:

To maintain positive attitudes to reading and understanding of what is read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Identifying how language, structure and presentation contribute to meaning.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Pupils should be taught to

- Spell some words with "silent" letters
- Use a thesaurus

Pupils should be taught to draft and write by:

- Using a wide range of devices to build cohesion within and across paragraphs.

Mathematics

The children will be covering the aspects of mathematics related to: geometry, position and movement; measurement; area and perimeter; volume; and Roman Numerals.

Our key objectives for Maths will be:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^{\circ}$)
- identify:
 - angles at a point and 1 whole turn (total 360°)
 - angles at a point on a straight line and half a turn (total 180°)
 - other multiples of 90°
 - use the properties of rectangles to deduce related facts and find missing lengths and angles
 - distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- 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
- convert between different units of metric measure
- 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), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation, including scaling
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Computing

This term we will be following a unit from the "Switched on Computing" scheme called "We are Artists" to support our topic work. The children will begin by studying Islamic patterns and other tessellations (repeating pattern art pieces) and then use this to create their own geometric artwork, using various digital software and programs.

Then hopefully, the children will conclude their academic year's learning by collaboratively creating a webpage to showcase their learning and projects they have embarked on.

Science

Throughout our science this year the children have been learning to make observations, use science vocabulary to describe, predict, test an idea, and to say and record what their results show. They have also suggested investigations to follow in order to test a hypothesis.

The units that will be covered this term will be “Living things and their habitats” and “Animals, including humans”. The children will research some of the life forms in the Amazon region. This will include learning about adaptations such as camouflage as well as the large variety of life forms that can be found and how they have been used – e.g., for medicine and rubber. Children will also learn about changes as humans develop to old age; as well as learn about growth and puberty.

PE

In Term 5 the children will be playing netball and practising their fielding, batting and bowling skills. Then next term they will continue to have the fortune to work alongside specialist sports coaches during PE. Not only will we get the chance to do athletics as we enter summer, and the weather starts to become warmer we shall take to the waters and move on to swimming. Although our PE lessons are on a Monday and Thursday this term, PE kits are expected to be in every day. Your child will need to be prepared for both indoor and outdoor PE each week and should have a spare pair of socks and a carrier bag in which to put their shoes on those muddier occasions.

French

We will continue to follow the ‘EuroStars’ scheme with ‘Le retour du printemps’. The theme of the ‘Return of Spring’ will be used when developing an appreciation of stories; poems and rhymes; accurate pronunciation; and reading with understanding. The second unit will be ‘Scène de plage’. The theme of ‘The Beach’ will be used when developing key features and patterns in language and how they differ from English.

History / Geography

We will focus on changes of land use, such as the areas around the Amazon in the time and area where our class book is set, as well as modern day changes that are occurring.

We will also consider the Maya people in order to look at similarities and differences to civilizations in South America. The children will learn about life for the Maya: Maya cuisine, art and architecture. (It is studied as a non-European society which provides contrasts with British history – Mayan civilization c. AD 900.) The children will study features of rivers and compare those in the UK with the Amazon. The children will learn about the continent of South America and continue to develop their understanding of the British Isles by learning about Wales. Map work and orienteering will also support our studies in geography, as will the study of longitude, latitude, the tropics, and time zones.

RE

In RE the children will be studying another world religion: Islam. The children will learn about the key beliefs of Muslims as well as how Muslims live their lives accordingly. This will include pilgrimage as well as the other ‘Pillars’ of Islam. The children will continue to consider their own faith also, making comparisons between their own beliefs, those of Muslims, and also those of other Christians.

PSHE

In PSHE we will continue to work from the ‘CORAM – Life Education: SCARF’ scheme of work. In Term 5, our focus will be on *Being My Best*, where we learn about *growing independence and taking ownership, keeping myself healthy and media awareness and safety*. Then in Term 6, we will turn our attention to our *Growing and Changes*. Here we will focus on *managing difficult feelings and changes, how my feelings help keeping safe and getting help*.

We will cover the cross-curricular aspect of responsibility for our decisions.

We will also prepare for the changes that will occur as we get ready to move to Year 6 and beyond.

Art and DT

The children will be learning about textiles – weaving in particular. This will be cross-curricular to our learning about traditional Mayan traditions. Pattern and symmetry will be explored in relation to Islamic art.

The artists William Morris and Henri Rosseau will also be explored in relation to our topics concerning textiles and the natural world.

The children will conclude by creating their own rainforest-inspired pieces using a range of media.

Music

Looping and Remixing – The children will learn how dance music is created, particularly focusing on the creation and performance of simple body loops. They will then explore how music can be combined using loops; looping fragments of music and combining these loops to create a remix.

Then in Term 6, our attention will turn to *performance* as we learn a VE Day song, which we will sing and share at the end of the school year.