

# Curriculum Overview Year Five - Summer Term

English	Science	Design & Technology	Maths
<p><b>Key texts –</b>  <b>Harry Potter &amp; the Philosopher’s Stone</b>  <b>The House with Chicken Legs</b>  <b>The Outlaw Varjak Paw</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read a broad range of genres</li> <li>• Recommend books to others</li> <li>• Make comparisons within/across books</li> <li>• Support inferences with evidence</li> <li>• Summarise key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc figurative</li> <li>• Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of morphology &amp; etymology in spelling</li> <li>• Develop legible personal handwriting style</li> <li>• Plan writing to suit audience &amp; purpose; use models of writing</li> <li>• Develop character &amp; setting in narrative</li> <li>• Select grammar &amp; vocabulary for effect</li> <li>• Use a wide range of cohesive devices</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use appropriate register/ style</li> <li>• Use the passive voice for purpose</li> <li>• Use features to convey &amp; clarify meaning</li> <li>• Use full punctuation</li> <li>• Use language of subject/object</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments &amp; opinions</li> <li>• Use spoken language to speculate, hypothesise &amp; explore</li> <li>• Use appropriate register &amp; language</li> </ul>	<p><b>Animals including Humans –</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age</li> <li>• Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</li> <li>• Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby</li> </ul> <p><b>Living Things and their Habitats</b></p> <p>– John Muir Award</p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• To learn about the benefits of a balanced diet.</li> <li>• Measure, mark, cut out and join accurately.</li> <li>• Use skills with different tools and equipment safely and accurately.</li> <li>• Weigh and measure accurately.</li> <li>• Apply the rules for basic food hygiene and other safe practices</li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Read and write decimal numbers as fractions</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>• Read, write, order and compare numbers with up to three decimal places.</li> <li>• Solve problems which require percentage and decimal equivalents.</li> </ul> <p><b>Geometry - Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Identify 3D shapes</li> <li>• Use the properties of rectangles to deduce related facts</li> <li>• Distinguish between regular and irregular.</li> <li>• Know angles measure in degrees (acute, obtuse and reflex)</li> </ul> <p><b>Geometry - Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Identify position following a reflection or translation</li> </ul>
	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Perform and compose dances using a range of movement patterns. Create structure, motifs, phrases, sections and whole dances.</li> <li>• Exeter City – Invasion games with a focus on football</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Explore the Ancient Egyptian civilisation.</li> <li>• Explore a timeline of events – pharaohs, building of the pyramids, mummification</li> <li>• Compare sources and determine fact and fiction.</li> <li>• Explore hieroglyphics</li> <li>• Gods</li> </ul>	<p><b>Measurement - Converting units</b></p> <ul style="list-style-type: none"> <li>• Convert between km/m, cm/m, cm/mm, g/kg and l/ml</li> <li>• Solve problems involving measure.</li> </ul> <p><b>Measures – Volume</b></p> <ul style="list-style-type: none"> <li>• Estimate volume and capacity</li> </ul>

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<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Reduce our impact of plastic on the Earth.</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>● Explore what a volcano and earthquake is and how they formed. What makes a volcano erupt? What cause an earthquake?</li> <li>● Explore economic activity and trade links.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>● Sing songs with increasing control of breathing, posture and sound projection.</li> <li>● Sing songs in tune and with an awareness of other parts.</li> <li>● Identify phrases through breathing in appropriate places.</li> <li>● Sing with expression and rehearse with others.</li> <li>● Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>● Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> <li>● Play accompaniments with control and accuracy.</li> <li>● Create different effects using combinations of pitched sounds.</li> </ul>	<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>● Learn about the greatest artists, architects and designers in history</li> <li>● Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>● Develop skills in using clay inc. slabs, coils, slips, etc. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work</li> <li>● Question and make thoughtful observations about starting points and select ideas and processes to use in their work</li> <li>● Adapt their work according to their views and describe how they might develop it further</li> <li>● Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</li> <li>● Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li> <li>● Use ICT</li> </ul>
	<p style="text-align: center;"><b>Modern Foreign Languages French</b></p> <ul style="list-style-type: none"> <li>● Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>● Read carefully and show understanding of words, phrases and simple writing</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>● To describe the different parts of a webpage.</li> <li>● To find out who the information on a webpage belongs to</li> <li>● To know which resources on the Internet I can download and use.</li> <li>● To describe the ways in which websites advertise their products to me.</li> </ul>	<p style="text-align: center;"><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>● Christians and how to live: What would Jesus do?</li> <li>● What matters the most to Humanists and Christians?</li> </ul>