



# Year 5

## Termly Curriculum Overview

### Summer Term 2

#### Religious Education

##### **Freedom and responsibility**

Children will learn how the world has been reconciled to God through and in Christ. Every human being is offered the power to reach out in forgiveness and peace, to receive and to offer reconciliation. Children will be able to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others. Children will also begin to describe, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite, we can be reconciled with God and with others.

##### **Stewardship**

In this topic children will learn that Christians believe that every human being is created in the image of God and has the special gift and challenge of sharing in God's creation. That they are part of creation, and are dependent upon it: we are made aware that caring for creation is part of caring for ourselves. They will learn to show how feelings and beliefs about care for the earth affect their own behaviour and that of others. Children will compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth.

## Maths

### 2-D and 3-D shapes objectives

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Recognise, describe and build simple 3-D shapes, including making nets (Y6 objective).

Illustrate and name parts of circles, including radius, diameter and circumference and know that diameter is twice the radius. (Y6 objective).

### Volume objectives

- Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].
- Recognise and use cube numbers and the notation for cubed (3).

### Problem solving objectives

- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example,  $98 \div 4 = 4 \text{ r } 2 = 24 \text{ r } 2 = 24.5 \approx 25$ ). (Non-statutory) calculate and interpret the mean as an average (Y6 objective).

### Maths meetings

#### Number

- Write percentages as a fraction and as a decimal number.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Use all four operations to solve problems involving measure, using decimal notation
- Measures, including money and time.

### Solve problems involving converting between units of time Geometry

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.
- Know and use the angles at a point / full turn sum to 360°.
- Know and use the angles on a straight line / half turn sum to 180°.

<p>English Reading</p>	<p>During this term the children will read <i>The Promise</i> by Nicola Davies, from this they will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence: predict what might happen from details stated and implied and summarise the main ideas drawn from more than one paragraph, identifying, key details that support the main ideas.</p> <p>During guided reading, children will work in groups to further develop their understanding of the structure and purpose of balanced arguments</p>
<p>English Spelling, Punctuation, Grammar</p>	<p><b>Grammar</b> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Using modal verbs or adverbs to indicate degrees of possibility</p> <p><b>Punctuation</b> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity.</p> <p><b>Spellings</b> Endings which sound like /jəs/ spelt –cious or –tious If the root word ends in –ce, the /j/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious. Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>
<p>English Writing</p>	<p>Children will have the opportunity to write a character narrative and newspaper report and use this to write at length.</p> <p>Children will also examine ideas behind human behaviour and how we can harm our planet or help it flourish.</p> <p>There will also be shorter writing opportunities across the curriculum.</p>
<p>Science</p>	<p><b>Changes and reproduction</b> In this unit, the children will learn about the developmental stages of a human from birth to adulthood. They will study the stages of childhood and plot the development of a human from a young child to old age.</p> <p>The children will also describe the processes of sexual and asexual reproduction in flowering plants</p>
<p>History</p>	<p><b>Ancient Greece</b> In this unit, the children will learn about when Ancient Greece as a civilisation started and their achievements. They will be asked to consider what their achievements were and the impact which Ancient Greece has had on the world. They will also learn about Greek gods and why there were important and they will draw upon comparisons between the Spartans and the Athenians- looking at how they lived.</p>

Physical Education	<p><b>Cricket</b> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><b>Dance</b> Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>
Computing	<p><b>Concept maps</b> This term the children will learn to understand the need for visual representation when generating and discussing complex ideas: To understand the uses of a 'concept map', to understand and use the correct vocabulary when creating a concept map, to create a concept map, to understand how a concept map can be used to retell stories and information and will create a collaborative concept map and present this to an audience.</p>
Art	<p><b>3-D sculpture</b> Children will use a variety of techniques, to create 3D masks based on the theatre mask worn in Greek times. They will use sketch books to record their observations and use them to review and revisit ideas. Children will also learn to improve their mastery of art and design techniques, using paper Mache, clay and painting</p>
Music	<p><b>Identifying important musical elements</b> The children will learn how music is a very natural aspect of humanity and how the musical instruments have come from the resources around us. They will examine the eight principles of music: Tempo, Dynamics, Rhythm, Melody, Harmony, Timbre, Texture and Form and understand as listeners it is useful to have the ability to identify them.</p>
PHSE	<p><b>Careers, financial capability and economic wellbeing</b> <b>Borrowing and earning money</b> Pupils learn that money can be borrowed but there are risks associated with this. They will learn about enterprise and what is needed to plan and set up an enterprise. They will weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise. They will learn what influences people's decisions about careers.</p>
Relationships, Sex, Education	<p><b>Spiritual</b> Celebrating the joy of growing physically and spiritually.</p>

Curriculum  
Enrichment