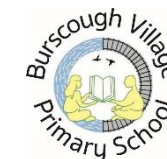




Burscough Village Primary School
Year 5
Summer Curriculum Overview



	Summer 1	Summer 2
Maths	<ul style="list-style-type: none"> Place Value & Decimals Fractions Measure and time Statistics, shape, translation, reflection Mental & Written Addition & Subtraction 	<ul style="list-style-type: none"> Place value and rounding Written calculations Fractions & percentages Mass, area, Volume and capacity Time
English	<p><u>Greek Myths</u></p> <ul style="list-style-type: none"> Read and enjoy short stories based on Greek myths. Recognise themes within Greek myths Create annotated story maps Develop a character through action, dialogue and description Use ambitious language to develop a setting. Develop a scene through action, dialogue and description Write simile starters to describe a challenge. Use devices to build cohesion. Use appropriate structure, vocabulary and grammar. Proofread for spelling and punctuation errors. <p><u>Magazine Text Hybrid</u></p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns omitted. Identify and use commas, brackets and dashes for parenthesis. Draw on reading and research and make notes. Use appropriate structure, vocabulary and grammar. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<p><u>Novel as a Theme- WW2</u></p> <ul style="list-style-type: none"> Create and punctuate complex sentences using simile starters. Blend action, dialogue and description within a paragraph. Link ideas across paragraphs using adverbials for time, place and number. Use devices to build cohesion within a paragraph. Identify the audience and purpose. Use appropriate structure, vocabulary and grammar. <p><u>Information Reports</u></p> <ul style="list-style-type: none"> Create complex sentences where the relative pronoun is omitted. Create and punctuate complex sentences using ed starters and ing starts. Draw on reading & research to help their writing ideas. Use organisation & presentational devices e.g. underlining, bullet points, headings. Proofread for spelling and punctuation errors. <p><u>Poems with Figurative Language</u></p> <ul style="list-style-type: none"> Use similar writing models. Select the appropriate language and structures. Suggest changes to vocabulary and to enhance effects. Use appropriate intonation and volume when reading, ensuring meaning is clear.
Science	<p><u>Materials and their Properties</u></p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	
PSHE	<p><u>Health and wellbeing- First Aid, Accidents and Emergencies</u></p> <ul style="list-style-type: none"> Learn how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions Know that if someone has experienced a head injury, they should not be moved Know when it is appropriate to use first aid and the importance of seeking adult help Understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services. 	<p><u>Living in the Wider World- Careers, aspirations, the future</u></p> <ul style="list-style-type: none"> Know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime Know that some jobs are paid more than others and some may be voluntary (unpaid) Understand about the skills, attributes, qualifications and training needed for different jobs Know that there are different ways into jobs and careers, including college, apprenticeships and university Understand how people choose a career/job and what influences their

	<ul style="list-style-type: none"> Understand safety at sea – the role of the coastguard 	<p>decision, including skills, interests and pay</p> <p>How did the wars affect Liverpool?</p> <ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Use timelines to place events, periods and cultural movements from around the world Show an awareness of the concept of propaganda
History		
Geography	<p>Fieldwork skills</p> <ul style="list-style-type: none"> Develop map reading skills Begin to understand ordnance survey symbols Use 4 grid references on maps 	
RE	<p>Christianity (Church) <i>How do people decide what to believe?</i></p> <ul style="list-style-type: none"> describe what Christians mean when they talk about one God in Trinity identify the beliefs contained within the Apostle's Creed explain why the Christian community (The Church) might want/need an agreed statement of belief consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life 	<p>Judaism <i>Do people need laws to guide them?</i></p> <ul style="list-style-type: none"> Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers Explain the impact of Jewish beliefs and values – including reasons for diversity Explain differing forms of expression within the context of Jewish worship. Describe diversity of religious practices and lifestyle within t Interpret the deeper meaning of symbolism – contained in stories, images and actions
PE	<p>Swimming Striking and Fielding (Rounders)</p> <ul style="list-style-type: none"> Bowl underarm with accuracy in a game. Catch a ball and throw a ball overarm when fielding. Strike a ball with a bat in a game and know where to hit it. Use tactics in a rounders type game and evaluate what was successful. 	<p>Orienteering</p> <ul style="list-style-type: none"> Understand that a map is a bird's eye view plan of the ground and how to keep it 'orientated' when they move. Know some of the symbols on an orienteering map and the 8 points of a compass. Run safely with a map around a simple orienteering course. Navigate to a control marker on a simple course and a score event course.
Art	<p>Working in Three Dimensions-<i>Architecture</i></p> <ul style="list-style-type: none"> Know that architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. That we can make creative choices which both serves ourselves as individuals and the communities we belong to. That we can use form, structure, materials, and scale to design innovative buildings. That we can build architectural models to test out our ideas and share our vision. 	
Computing		<p>3D modelling</p> <ul style="list-style-type: none"> To explore the effect of moving points and design a 3D model to fit certain criteria. Know that points on a 3D net which create the corners of the 3D shape. Understand that a design brief is a document for a project, which includes the main details and the goal and strategy. <p>Concept Maps</p> <ul style="list-style-type: none"> To create a collaborative concept map and present this to an audience. Know that a node is a way to represent concepts or ideas. Know that a concept is an idea in the form of a question.
DT		<p>Structures</p> <ul style="list-style-type: none"> Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.

		<ul style="list-style-type: none"> • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Understand how to strengthen, stiffen and reinforce 3-D frameworks.
<p>Music</p>	<p>Words, Meaning and Expression <i>How does shape our way of life?</i></p> <ul style="list-style-type: none"> • Demonstrate and use musical language • Demonstrate an understanding of the K- Pop music style and where it comes from. • Can create a four, six or eight bar melody (composition tasks) • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels. Playing should be secure and children should learn to read at least the simplest part of the piece • Can make an informed decision as to which notes and expression to use, when improvising or composing • Demonstrate, with confidence, an awareness of pulse/beat when listening, moving or performing 	<p>Identifying Important Musical Elements <i>How does music connect us with the environment?</i></p> <ul style="list-style-type: none"> • Demonstrate and use musical language • Demonstrate an understanding of musical style and a broader understanding of the cultural and historical connections of the music • Can create a four, six or eight bar melody (composition tasks) • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels. Playing should be secure and children should learn to read at least the simplest part of the piece • Can make an informed decision as to which notes and expression to use, when improvising or composing • Demonstrate, with confidence, an awareness of pulse/beat when listening, moving or performing
<p>Spanish</p>		<p>Grammar- <i>Conjugation of regular verbs</i></p> <ul style="list-style-type: none"> • Conjugate regular -ar verbs <p>Grammar- <i>adjective agreement in singular</i></p> <ul style="list-style-type: none"> • Use adjective agreement after nouns adjective agreement