

Year 5 Overview Summer 1 2023 - 2024 – Marvellous Mayans!

English	Maths	Science
<p><u>Writing</u></p> <p>Genre: Poetry Stimulus: The Highway Man Key learning:</p> <ul style="list-style-type: none"> - Adjectives - Repetition for effect - Similes <p>Genre: Narrative Stimulus: Gorilla Key learning:</p> <ul style="list-style-type: none"> - Relative clauses - Dialogue - Adverbs - Adjectives - Onomatopoeia - Time adverbials - Personification <p>Genre: Persuasive letter Stimulus: Kick Key learning:</p> <ul style="list-style-type: none"> - Subordinate conjunction - Expanded noun phrases - Metaphors and quotes - Statistics - Rhetorical questions <p>Grammar:</p> <ul style="list-style-type: none"> - Adverbs - Writing cohesive paragraphs - Using inverted commas - Fronted adverbials - Possessive plural apostrophes - Verb inflections and standard English <p>Spellings</p> <ul style="list-style-type: none"> - Homophones/Near homophones - Words with hyphens 	<p><u>Reading</u></p> <p>Class Novel: <i>Beetle Boy</i> by M. G. Leonard Wider Curriculum texts:</p> <ul style="list-style-type: none"> - Her Story (50 Women and Girls Who Shook the World) by Katherine Halligan - Cicada by Shaun Tan <p>Book Talk</p> <ul style="list-style-type: none"> - Explain and discuss understanding of texts read. - Identify and discuss themes and conventions in and across a wide range of texts. - Compare characters within and across books. - Discuss and evaluate how authors use language, including figurative, considering the impact of the reader, using technical words, such as metaphor, simile, imagery, style and effect. - Make comparisons within and across books. - Distinguish between statements of fact and opinion. - Participate in discussions about, building on their own and others' ideas and challenging views courteously. <p>VIPERS Using relevant evidence and justifications:</p> <ul style="list-style-type: none"> - explore the meaning of words in context - draw inferences about characters' feelings, thoughts and motives - predict what might happen next - summarise the main ideas from more than 1 paragraph - identify how language, structure and presentation contribute to meaning (non-fiction) - retrieve, record and present information (non-fiction). <p>POETRY Learn a wide range of poetry by heart. Prepare poems to read aloud, showing understanding through intonation, tone and volume.</p> <p>Poem: The Jabberwocky (<i>Lewis Carroll</i>)</p>	<p>Times Table Focus: 11x table TTRS Battle: Y5 v Y3</p> <p>Statistics Prior learning - interpret and present data using bar charts and time graphs.</p> <ul style="list-style-type: none"> - Draw line graphs - Read and interpret line graphs - Read and interpret tables - Two-way tables - Read and interpret timetables <p>Shape Prior learning - Compare and classify geometric shapes & identify angles and lines of symmetry.</p> <ul style="list-style-type: none"> - Area of rectangles and compound shapes - Classify, estimate, measure and draw angles. - Calculate angles around a point and on a straight line. - Regular and irregular polygons and 3-D shapes. <p>Decimals Prior learning - read, write, order and compare numbers with up to 3 decimal places</p> <ul style="list-style-type: none"> - Use known facts to add and subtract decimals within 1. <p>Add and subtract decimals across 1. Add and subtract decimals with the same number of DP. Add and subtract decimals with different numbers of DP. Decimal sequences. Multiply and divide by 10, 100 and 1000. Multiply and divide decimals – missing values.</p> <p><u>Working Scientifically</u></p> <p>Prior learning - asking relevant questions, setting up simple practical enquiries, making observations, gathering data, recording and reporting findings, drawing simple conclusions.</p> <ul style="list-style-type: none"> • planning scientific enquiries to answer questions • recognising and controlling variables where necessary • taking measurements with increasing accuracy and precision • recording data and results • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries • identifying scientific evidence that has been used to support or refute ideas or arguments <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age

PSHE	History	Art
<p>Relationships</p> <p><u>Prior learning:</u></p> <ul style="list-style-type: none"> - Recognise feelings when someone misses a person or animal / identify ways that might help with managing feelings attached to this. - Compare different types of friendships associated feelings. - Explain how to stay safe when using technology to communicate. - Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<p>The Ancient Maya Civilisation</p> <p>What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?</p> <p>Key Enquiry Questions:</p> <ul style="list-style-type: none"> - Where and when did the Maya live? - How were the Maya ruled? - How do the leaders of the Maya and the Anglo-Saxons compare? <p>Historical skills:</p> <ul style="list-style-type: none"> • Chronology • Historical significance • Evidence and Interpretation • Similarity and Difference • Evidence and Interpretation • Cause and Consequence <p>Substantive concepts:</p> <p>Civilisation, settlement, empire, monarchy, trade</p> <p>Key vocabulary:</p> <p>historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port</p>	<p>Sculptures</p> <p><u>Prior learning:</u></p> <ul style="list-style-type: none"> - Incorporate form, pattern and texture into my sculpture. - Use technical vocabulary related to form to explain my work. - Combine materials to make patterns and textiles and describe objects <ul style="list-style-type: none"> - Use technical vocabulary to describe different sculptures. - Use my knowledge about sculptures to create my own sculptures - Incorporate form, pattern and texture into my sculpture. - Combine materials to make patterns and textiles and describe objects . Research and evaluate the ideas and ways of working (approaches) of different artists, craftspeople, designers and architects. - Use work of artists to explore own ideas. - Express ideas and feelings about familiar products.
<p>French</p>		
<p>Les vêtements</p> <p><u>Prior learning - Colours (Y3)</u></p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes. • Use the verb porter in French with increasing confidence. • Say what they wear in different weather/situations • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. 	<p>Music</p> <p>Ukuleles</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> - Listen and respond to a range of music from different musicians and composers throughout history, considering how and why music has changed. - Show appreciation for music, considering how it can be interpreted differently to tell different stories. - Describe and compare pieces of music using musical vocabulary: <p>Dynamics – pianissimo, fortissimo</p> <p>Tempo – largo, moderato, allegro</p> <p>Timbre – warm, light</p> <p>Texture – thick, thin</p> <p>Play and Perform - Ukulele</p> <ul style="list-style-type: none"> - Play a rhythmical melody on an instrument clearly, with increasing accuracy and control (crotchets, minims, semibreves, quavers and crotchet rests) - Listen to and repeat rhythms of a greater length with increasing accuracy. - Know the duration of the Y5 notes and begin to consider this when performing rhythms. 	

Religious Education

Dispositions:

Being Temperate, Self-Disciplined and Seeking Contentment

- ❖ Turning the other cheek
- ❖ Jesus' reaction to injustice
- ❖ Practice of meditation
- ❖ Accepting personal responsibility
- ❖ Restraining from criticism of others

Being Accountable and Living with Integrity

- ❖ Story of Jesus and the woman
- ❖ Robert Ingersoll – making others happy
- ❖ Treating cows as sacred
- ❖ The story of Quran

Learning Objectives:

- Who do we allow to shape our behaviour? Who do Humanists use as a behavioural role model?
- What teachings do Christians and Baha'is follow in order to become more self-disciplined?
- Who will I choose/allow to have influence over my behaviour?
- What practices and teachings do Jains and Buddhists use to become more content?
- What do Humanists teach about living out beliefs?
- What do Jewish people teach about living out beliefs?

Physical Education

Basketball

Prior learning – Increased confidence and selection of basic skills such as dribbling, throwing and shooting.

Developed a range of ball-handling skills.

Used footwork rules in a game situation and explored basic marking.

- Use strength, ability and coordination when defending.
- Increase power and strength of passes, moving the ball accurately in a variety of situations.
- Select and apply a range of tactics and techniques to play with consistency.

Vocabulary: blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint

Outdoor and Adventurous

Prior learning – Worked well in a team or group within defined roles.

Planned and defined strategies to solve problems.

Identified the relevance of and use maps, compass and symbols.

Identified what they do well and suggest what they could do to improve.

Explore ways of communicating in a range of challenging activities.

Navigate and solve problems from memory.

Develop and use trust to complete the task and perform under pressure.