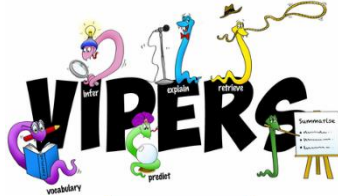
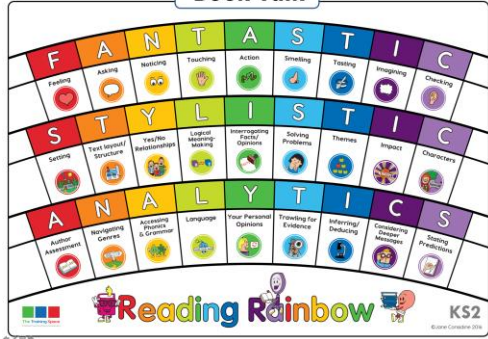


# Year 5 Overview Summer 2 2023 - 2024 – Beneath the canopy!

English	Maths	Science	
<p><b>Writing</b></p> <p><b>Genre:</b> Persuasive letter  <b>Stimulus:</b> Kick  <b>Key learning:</b></p> <ul style="list-style-type: none"> <li>- Subordinate conjunction</li> <li>- Relative clause</li> <li>- Adverbs</li> <li>- Dashes</li> <li>- Colons</li> <li>- Conjunctions</li> </ul> <p><b>Genre:</b> Narrative  <b>Stimulus:</b> The Explorer  <b>Key learning:</b></p> <ul style="list-style-type: none"> <li>- Simile</li> <li>- Complex sentences</li> <li>- Metaphors</li> <li>- Personifications</li> <li>- Dialogue</li> <li>- Adverbial phrases</li> <li>- Alliteration</li> <li>- Time adverbials</li> </ul> <p><b>Grammar:</b>                      Subordinate clauses                      Colons                      Semi-colons                      Dashes</p> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>- Y5/6 Common Exception Words</li> <li>- Revision of previous spellings</li> </ul>	<p><b>Reading</b></p> <p><b>Class Novel:</b> <i>The Explorer</i> by Katherine Rundell  <b>Non-fiction text:</b> <i>Voyage Down the Mighty Amazon River</i> by Stewart Ross and Jenni Sparks  <b>Poetry:</b> <i>Names</i> by Brian Moses</p> <p><b>Fiction extracts:</b>                      Identify and discuss themes and conventions.                      Focus: vocabulary and inference.                      Compare characters within and across books.</p> <p><b>Non-fiction extracts/reference books:</b>                      Retrieve facts and discuss language and presentation of texts.                      Read books that are structured in different ways/read for a range of purposes.                      Use contents page/index.</p> <p><b>Spoken Language:</b>                      Select and use appropriate registers for effective communication.                      Gain, maintain and monitor the interest of the listener(s).                      Maintain attention in collaborative conversations, staying on topic and initiating and responding to comments.</p> <div style="text-align: center;">  <p><b>Book Talk</b></p>  </div>	<p><b>Times Table focus:</b></p> <p>12x</p> <p><b>Times Table Rockstars Battle:</b>                      Whole-school!</p> <p><b>Negative numbers</b></p> <p><i>Prior learning - count backwards through 0 to include negative numbers</i></p> <ul style="list-style-type: none"> <li>- Understand negative numbers</li> <li>- Count through zero in 1s</li> <li>- Count through zero in multiples</li> <li>- Compare and order negative numbers</li> <li>- Finding the difference</li> </ul> <p><b>Converting units and Volume</b></p> <p><i>Prior learning - convert between different units of measure</i></p> <ul style="list-style-type: none"> <li>- Kilograms and kilometres</li> <li>- Millimetres and millilitres</li> <li>- Converting between units of length</li> <li>- Converting between metric and imperial units</li> <li>- Converting units of time</li> <li>- Calculate with timetables</li> </ul> <ul style="list-style-type: none"> <li>- Cubic centimetres</li> <li>- Compare volume</li> <li>- Estimate volume</li> <li>- Estimate capacity</li> </ul>	<p><b>Living things and their habitats</b></p> <p><i>Prior learning</i></p> <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways</li> <li>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul> <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>Animals including humans</b></p> <p><i>Prior learning</i></p> <ul style="list-style-type: none"> <li>- Describe the simple functions of the basic parts of the digestive system in humans</li> <li>- Describe the changes as humans develop to old age</li> </ul> <p><b>Key vocabulary:</b>                      Fertilisation, gestation, reproduce, asexual reproduction, sexual reproduction, life cycle, adolescence, puberty, adulthood, life expectancy</p>

PSHE	Geography	Computing	Art
<p><b>Changing me</b> <u>Prior learning:</u></p> <ul style="list-style-type: none"> <li>- Consent</li> <li>- Uniqueness</li> <li>- Accepting change</li> </ul> <p><b>Self-image and body image</b> Developing self-esteem</p> <p><b>Puberty</b> Explaining how bodies change. Understanding the importance of mentally and physically self-caring.</p> <p><b>Wonderful world</b> Different types of families and relationships</p> <p><b>Looking ahead</b> Discussing exciting plans for the future.</p>	<p><b>Biomes (Fieldwork)</b> <u>Prior learning:</u> <i>Use fieldwork to observe, measure, record and present the human and physical features.</i></p> <p><b>Key geographical enquiry question:</b> What trees, plants and animals are in our local ecosystem?</p> <p><b>Our learning:</b> What biomes and ecosystems are found in the UK? What can I learn about ecosystems by studying the New Forest? What trees, plants and animals are in rainforests? How can I study a local ecosystem? What data can I collect from my local woodland ecosystem? How can I present the data collected from my local ecosystem?</p> <p><b>Key concepts:</b> Place, space, scale, physical processes</p> <p><b>Key vocabulary:</b> biome, climate, ecosystem, habitat, identification, temperate, tropic of Cancer, tropic of Capricorn, vegetation belt</p>	<p><b>Selection in quizzes</b></p> <p>Exploring selection in programming to design and code an interactive quiz:</p> <ul style="list-style-type: none"> <li>- explain how selection is used in computer programs</li> <li>- relate that a conditional statement connects a condition to an outcome</li> <li>- explain how selection directs the flow of a program</li> <li>- design, create and evaluate a program that uses selection</li> </ul> <p><b>Key vocabulary:</b> Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator</p> <p><b>E-safety:</b> To apply online safety rules to real-life scenarios</p>	<p><b>Focus: Colour</b> <u>Prior learning:</u> <i>Use knowledge of primary colours to mix green, purple and orange.</i> <i>Mix colour tones by tinting and shading with increasing confidence.</i></p> <p><b>Artist:</b> Henri Rousseau <b>Art Period:</b> Post-impressionist <b>Style:</b> Naïve / primitive manner</p> <ul style="list-style-type: none"> <li>- Research and evaluate the ideas and ways of working (approaches) of Henri Rousseau.</li> <li>- Use work of artists to explore own ideas.</li> <li>- Further enrich knowledge of complementary colours.</li> <li>- Develop colour mixing and tonal shading with colour.</li> <li>- Select and mix colours to depict own thoughts, feelings and intentions.</li> </ul>
<b>Design and Technology</b>		<b>French</b>	
<p><b>Textiles</b> <u>Prior learning - Weaving (Y4)</u> Experience of basic stitching, joining textiles and finishing techniques. Experience of making and using simple pattern pieces.</p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</li> <li>• Develop, model and communicate ideas.</li> <li>• Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>• Formulate step-by-step plans</li> <li>• Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.</li> </ul> <p>Work within the constraints of time, resources and cost.</p> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and analyse textile products linked to their final product.</li> <li>• Compare the final product to the original design specification.</li> <li>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>• Consider the views of others to improve their work.</li> </ul>		<p><b>Au salon de thé (At the tea room)</b></p> <p><u>Prior learning:</u> <i>- Naming fruits (Y3)</i></p> <ul style="list-style-type: none"> <li>- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>- To understand better how to change a singular noun to plural form.</li> <li>- Perform a short role-play ordering what they would like to eat and drink.</li> </ul>	

**Physical Education**

**Religious Education**

**Tennis**

*Prior learning: Explored different forehand and backhand shots. Worked to return the serve. Have explored different court positions in gameplay.*

- Introduce volley shots and overheard shots.
- Apply new shots into game situations.
- Play with others to score and defend points in competitive games.
- Further explore tennis service rules.

**Rounders**

*Prior learning: Developed a range of skills in a competitive context. Chosen and used a range of simple tactics in isolation and a game context. Identified different roles in rounders.*

- Link together a range of skills and use in combination.
- Collaborate with a team to choose, use and adapt rules in games.
- Recognise how some aspects of fitness apply to rounders.

**Disposition:** Being Thankful

❖ **By words, actions, worship and money**

- **When, why and how do people say thank you? What different ways are there?**
- What different ways do followers of Islam have of saying thank you?
- What different ways do Christian and Jewish believers have to say thank you?

**Disposition:** Being Imaginative and Exploratory

❖ **Expressions in art and dance**

- What do we see in the world? Do others see it differently?
- What do Christians and Humanists teach about human creativity?
- What do religious people teach and practice about human creativity in worship?
- What does Islam teach about human creativity?
- How do Christian artists represent Jesus? How do people imagine Jesus?