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| **Year 5 Summer Term Overview** |
|  | **Summer 1** | **Summer 2** |
| **Focus Christian Value** | **Respect**  (cycle 1)**Compassion** (cycle 2) | **Trust** (cycle 1)**Truth** (cycle 2) |
| **English** | **Treason (Historical novel):**Analyse the opening chapters of the textWrite in roleVisualise a sceneDescribe a settingCreate an information posterDescribe a character using figurative languageWrite a theatre scriptWrite a list poemHot seat a characterWrite from a character’s perspectiveRetell a story |  **Seaparks (Film narrative):**Create an informative fact sheet about OrcasResearch the effects captivity has on whalesPresent a video for a real life audiencePresent a poemVariety of sentence structuresProduce an iMovieWrite a persuasive letter including conjunctions |
| **Maths** | Consolidation of previous learningNumber: DecimalsGeometry: Properties of Shapes | Geometry: Position and DirectionMeasurement: Converting Units |
| **RE** | **Buddhism - Sangha** Read some jataka stories. Discuss which perfection or power is being taught in each story and identify what it would be like if we all cultivated these. Write stories about animal characters that express important values. Share feelings about what compassion means. Visit a Buddhist temple or use pictures to discover the importance.Study the features of a temple.Identify what is important in daily prayer and why Buddhists meditate.Is worship important in life?BuddhismTalk with a monk about their lifestyle in the UK, consider the value of living by rules or precepts. Discuss why a person may choose to take ordination and why they may find life difficult. Reflect on what it would be like to give up possessions. | **God – what does it mean if God is holy and loving?**Explain connections between biblical texts and Christian ideas of GodMake connections between Bible texts and what Christians believe about GodShow how Christians put their beliefs into practice in worshipWeigh up how biblical ideas and teaching about God as holy and loving might make a difference in the world today(Move to Autumn 1 next year) |
| **Science** | **All livings – life cycles of plants and animals:**Life processes of reproduction in some plants and animalsExploring asexual reproduction in plantsLife cycles of different animalsProcess of reproductionExplore Jane Goodall’s work with chimpanzeesLife cycles of an amphibian and an insectExploring complete and incomplete metamorphosisDifferences in life cycles |
| **History** |  |
| **Geography** | **Why are mountains so important?**Recognise, identify and explain what geographers define as mountains and understand how this could lead to disagreementsIdentify, locate and describe the locations of the largest ranges of mountainsExplain how the movement of plates of the Earth’s crust can form ranges of fold mountainsUnderstand how fossils form and explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount EverestCompare and contrast the differences between the Cambrian Mountains of Wales and the Himalaya MountainsCompare and contrast climate dataUnderstand that mountains of the north and west of the UK are generally wetter and cooler than places in the south and eastUse an Ordnance Survey map to locate, describe and explain the tourist attractions of the Cambrian Mountains | **Who are Britain’s National Parks for?**Identify, locate, describe and explain the distribution of the 15 National Parks in the UKCommon features of the National Parks in the UK and explain why they are referred to as the country’s ‘breathing space’Recognise the special qualities of National ParksExplain how National Parks encourage visitors to enjoy and learn about what makes them specialKey physical and human geographical features of Southwest EnglandIdentify, describe through observation of the landscape of the Valley of Rocks in Exmoor National ParkUnderstand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs |
| **Art** | **Every picture tells a story:**Understand that a work of public art can have a powerful messageEvaluate and analyse a work of street art and relate it to news, current affairs and British values To understand what the Rorschach inkblots were used forCreate a message (with meaning) using purely visual symbolsTo express how a piece of artwork makes you feelDemonstrate my understanding of composition through dramaUsing 2D drawings and exploring shape form to develop my own ideas for 3D work**Artist:** Banksy (Mural- Clacton Pigeon) | **Design for purpose:**Work collaboratively to a design briefUnderstand the work of and important British design teamTo improve mastery of art and design techniques**Artist::** Morag Myerscough |
| **DT** |  | **Textiles-stuffed toys:** To make a paper template and make it proportional To thread a needle To use blanket stitch to join two pieces of fabric To use applique to attach pieces of fabric decoration To use stitches to decorate fabric To assemble components and of a toy and stuff carefully Evaluate my ideas against own design criteria |
| **ICT** | **Mars Rover 1:**To identify and how and why data is collected from spaceTo identify how messages can be sent using binary codeTo read and calculate numbers using binary codeTo identify the computer architecture of the Mars RoversTo use simple operations to calculate bit patternsTo present binary as text | **Mars Rover 2:**To understand how bit patterns represent images as picturesTo explain how the digital data for images can be compressedTo identify and explain the ‘fetch, decode, execute’ cycleTo create a safe online profile and tinker with 3D design softwareTo modify the design of a 3D object using CAD software |
| **Music** | Music of the lakes and mountainsComposition |  |
| **PE** | **Gymnastics:**To gain elevation from a powerful run and jumping techniquePerform different movements with a range of dynamicsTo perform a sequence of movements to musicTo evaluate a gymnastic performanceTo review different methods of balance | **Invasion Games:**To develop knowledge of attacking and defendingTo know how to ‘mark’ and opponentTo further develop their understanding of spaceTo recognise the importance of rules within gamesUnderstanding the need to warm up and cool down |
| **MFL****Spanish** |  |  |
| **PSHE** | **Me and My Relationships:***Feelings:*Give examples of our emotional needsExplain why emotional needs are so important*Friendship skills, including compromise:*Give examples of how to be a good friendExplain why these qualities are importantGive examplesof these qualities in action and the difference they make*Assertive skills:*Give examples of how to stand up for myself (be assertive)Explain when I might need to use assertiveness skillsExplain why assertiveness is more effective than other ways of reacting to pressure or influence | **Valuing Difference:***Recognising and celebrating difference, including religions and cultural:*Give examples of how different groups of people is something to celebrateGive examples of different faiths and cultures and positive things about having these differenceDescribe how religious and cultural differences can be a source of conflict and explain some of the reasons for this*Influence and pressure of social media:*Explain that what people post about themselves online doesn’t always give the full picture about them Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do thisGive examples of why posting an inaccurate impression of themselves could be harmful for people that do it |
| **Enrichment opportunities** |  | Brockhole – Lake District National Park |