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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 text  Write in role  Visualise a scene  Describe a setting  Create an information poster  Describe a character using figurative language  Write a theatre script  Write a list poem  Hot seat a character  Write from a character’s perspective  Retell a story | **Seaparks (Film narrative):**  Create an informative fact sheet about Orcas  Research the effects captivity has on whales  Present a video for a real life audience  Present a poem  Variety of sentence structures  Produce an iMovie  Write a persuasive letter including conjunctions |
| **Maths** | Consolidation of previous learning  Number: Decimals  Geometry: Properties of Shapes | Geometry: Position and Direction  Measurement: 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?  Buddhism  Talk 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 God  Make connections between Bible texts and what Christians believe about God  Show how Christians put their beliefs into practice in worship  Weigh 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 animals  Exploring asexual reproduction in plants  Life cycles of different animals  Process of reproduction  Explore Jane Goodall’s work with chimpanzees  Life cycles of an amphibian and an insect  Exploring complete and incomplete metamorphosis  Differences 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 disagreements  Identify, locate and describe the locations of the largest ranges of mountains  Explain how the movement of plates of the Earth’s crust can form ranges of fold mountains  Understand how fossils form and explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest  Compare and contrast the differences between the Cambrian Mountains of Wales and the Himalaya Mountains  Compare and contrast climate data  Understand that mountains of the north and west of the UK are generally wetter and cooler than places in the south and east  Use 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 UK  Common 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 Parks  Explain how National Parks encourage visitors to enjoy and learn about what makes them special  Key physical and human geographical features of Southwest England  Identify, describe through observation of the landscape of the Valley of Rocks in Exmoor National Park  Understand 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 message  Evaluate 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 for  Create a message (with meaning) using purely visual symbols  To express how a piece of artwork makes you feel  Demonstrate my understanding of composition through drama  Using 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 brief  Understand the work of and important British design team  To 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 space  To identify how messages can be sent using binary code  To read and calculate numbers using binary code  To identify the computer architecture of the Mars Rovers  To use simple operations to calculate bit patterns  To present binary as text | **Mars Rover 2:**  To understand how bit patterns represent images as pictures  To explain how the digital data for images can be compressed  To identify and explain the ‘fetch, decode, execute’ cycle  To create a safe online profile and tinker with 3D design software  To modify the design of a 3D object using CAD software |
| **Music** | Music of the lakes and mountains  Composition |  |
| **PE** | **Gymnastics:**  To gain elevation from a powerful run and jumping technique  Perform different movements with a range of dynamics  To perform a sequence of movements to music  To evaluate a gymnastic performance  To review different methods of balance | **Invasion Games:**  To develop knowledge of attacking and defending  To know how to ‘mark’ and opponent  To further develop their understanding of space  To recognise the importance of rules within games  Understanding the need to warm up and cool down |
| **MFL**  **Spanish** |  |  |
| **PSHE** | **Me and My Relationships:**  *Feelings:*  Give examples of our emotional needs  Explain why emotional needs are so important  *Friendship skills, including compromise:*  Give examples of how to be a good friend  Explain why these qualities are important  Give examples  of 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 skills  Explain 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 celebrate  Give examples of different faiths and cultures and positive things about having these difference  Describe 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 this  Give examples of why posting an inaccurate impression of themselves could be harmful for people that do it |
| **Enrichment opportunities** |  | Brockhole – Lake District National Park |