


## Year 5 Summer Term Overview

<b>Topic:</b>	<b>Summer 1: Disaster!</b>		<b>Summer 2: Take Action</b>
<b>SMSC</b>	Friendship and Respect		
<b>PSHE and RSE:</b>	<b>Health and Wellbeing</b>		
	<b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>English:</b> 	<b>Firebird - (Science Link) - Fairy-tale narratives</b> Formal letters, retellings, character descriptions  <b>The Lost Thing - Own version fantasy narratives</b> Diaries, formal letters, adverts, character and setting descriptions, non-chronological reports		<b>The Sleeper and the Spindle - Fairy-tale reworkings</b> Warning posters, diaries, dialogue, estate agent's descriptions, character descriptions, missing narratives  <b>The Lost Happy Endings - Alternative perspective prequels</b> Newspaper reports, extended responses to a text
<b>Spelling, Grammar and Punctuation</b>	<u>Vocabulary, Grammar and Punctuation</u> <ul style="list-style-type: none"> <li>• Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms?</li> <li>• Can I use passive verbs to affect the presentation of information in a sentence?</li> <li>• Can I use expanded noun phrases to convey complicated information concisely?</li> <li>• Can I use semi-colons or dashes to mark boundaries between independent clauses?</li> <li>• Can I use a colon to introduce a list?</li> <li>• Can I punctuate bullet points consistently?</li> </ul> Learning the Grammar for Y5: (5) Can I convert nouns or adjectives into verbs using suffixes e.g. ate, ise, ify? (5) Can I use verb prefixes e.g. dis, de, mis, over and re? (5) Can I use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) related pronoun (5) Can I use modal verbs or adverbs to indicate degrees of possibility? (5) Can I use devices to build cohesion within a paragraph (then, after that, this, firstly) (5) Can I link ideas across paragraphs using adverbials of time, place, number or tense choices? (5) Can I use brackets, dashes, or commas to indicate parenthesis? (5) Can I use commas to clarify meaning or avoid ambiguity in writing? Can I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading?  <u>Handwriting</u> <ul style="list-style-type: none"> <li>• Can I write legibly, fluently and with increasing speed?</li> <li>• Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters?</li> <li>• Can I choose the writing implement that is best suited for a task?</li> </ul>		

	<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Can I use further prefixes and suffixes and understand the guidance for adding them?</li> <li>• Can I spell some words with silent letters? (for example, knight, psalm, solemn)</li> <li>• Can I continue to distinguish between homophones and other words which are often confused?</li> <li>• Can I use dictionaries to check the spelling and meaning of words?</li> <li>• Can I use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary?</li> <li>• Can I use a thesaurus?</li> <li>• Can I spell at least 55 words out of the 98 Year 5 and 6 statutory spelling list?</li> </ul>	
<b>Maths:</b>	<p><b>Decimals</b> Can I read, write, order and compare numbers with up to three decimal places? Can I solve problems involving number up to three decimal places? Can I use all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation, including scaling?</p> <p><b>Geometry: Properties of Shape</b> Can I identify 3-D shapes, including cubes and other cuboids, from 2-D representations? Can I understand that angles are measured in degrees? Can I estimate and compare acute, obtuse and reflex angles? Can I draw given angles, and measure them in degrees (°)? Can I identify angles at a point and one whole turn (total 360°)? Can I identify angles at a point on a straight line and a ½ turn (total 180°)? Can I identify multiples of 90° (right angles) in shapes and turns? Can I use the properties of rectangles to deduce related facts and find missing lengths and angles? Can I distinguish between regular and irregular polygons based on reasoning about equal sides and angles?</p>	<p><b>Geometry: Position and Direction</b> Can I identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed?</p> <p><b>Measurement: Converting Units</b> Can I convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)? Can I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints? Can I solve problems involving converting between units of time?</p> <p><b>Measurement: Volume</b> Can I estimate volume [e.g. using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [e.g. using water]?</p> <p><b>Statistics</b> Can I solve comparison, sum and difference problems using information presented in a line graph? Can I complete, read and interpret information in tables, including timetables?</p>
<b>Science:</b>	<p><b><u>Living things and their habitats</u></b></p> <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><u>Animals, including humans</u></b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> </ul>	
<b>Geography:</b>	Use maps, atlases, globes and digital/computer mapping to locate volcanoes and fault lines and identify countries that are most severely affected by earthquakes and other natural disasters. Use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.	The impacts of climate change on our environment and how human activities are contributing towards this. How people and communities are affected by climate change. What climate change adaptation is and how some communities are adapting to the effects of climate change. Different actions which individuals, communities and decision makers can take to respond to climate change. What a carbon footprint is and how they can reduce the impact of their own carbon footprints. Artists that create artwork that campaign against climate change. What they can do to help work against the problem of climate change and to creating a 'Greener' environment for future generations.
<b>DT:</b>	<b>Textiles</b> - Designing a stuffed toy	<b>Electrical systems</b> - Doodlers

<b>Computing:</b>	<u><b>Creating media – Vector drawing</b></u> To identify that drawing tools can be used to produce different outcomes. To create a vector drawing by combining shapes. To use tools to achieve a desired effect. To recognise that vector drawings consist of layers. To group objects to make them easier to work with. To evaluate my vector drawing.	<u><b>Programming B – Selection in quizzes</b></u> To explain how selection is used in computer programs. To relate that a conditional statement connects a condition to an outcome. To explain how selection directs the flow of a program. To design a program which uses selection. To create a program which uses selection. To evaluate my program.
<b>Music:</b>	Charanga Unit: Dancing in the street	Charanga Unit: Reflect, Rewind and Replay
<b>PE:</b>	Rhythmic Gymnastics Athletics	Striking & Fielding – Rounders/cricket Net Games – Tennis
<b>RE:</b>	<u><b>EXPRESSING</b></u> - If God is everywhere, why go to a place of worship?	<u><b>EXPRESSING</b></u> - What does it mean to be a Muslim in Britain today?
<b>Spanish:</b>	(Language Angels) Habitats	(Language Angels) The Weekend