

Y5 Summer catch up (38 day half term)

Subject	Key Skills	Move to another year group?
<p style="text-align: center;"><u>English</u></p> <p><u>Summer 1 home learning:</u> Use 'Manfish' for home learning – use literacy company plans, literacy shed plus and copy of text to support home learning. Recap – Similes, metaphors and onomatopoeia. Parenthesis Relative clauses Text cohesion Adverbials</p> <p><u>Wk1</u> Describe the setting using the text – use powerful adjectives/verbs/nouns/adverbs Use music/videos off youtube and text to complete senses grid Use literacy shed plus dadwavers to use Y5 grammar to create descriptive sentences Setting description Editing – give children mini success criteria to include in their writing.</p> <p><u>Wk2</u> Use pages 15-16 of text and infer thoughts and feelings. story map text so far – children can creatively present the story or orally on seesaw. Adverbials focus Create a diary entry (over 2 days – children have previously written a diary entry and know key features).</p> <p><u>Wk3</u> Find powerful verbs and adjectives from a given poem Simile and Metaphor focus using images Use complex sentences to describe an image Create a spine poem (use literacy company example to support) Record performance of poem to family member/teacher using seesaw.</p> <p><u>Wk4</u> Research an explorer – Jane Goodall so links to Science unit Write a biography using parenthesis – children have previously written a biography so know the key features.</p>	<p>Common Exception Words: amateur, competition, environment, hindrance, nuisance, relevant, system, average, criticise, existence, interrupt, physical, shoulder, vehicle, leisure, privilege, profession, sincerely.</p> <p>New Learning Spelling Rules: Unstressed vowels in polysyllabic words Verb pre-fixes: de-, rib-, over- Suffixes: -ful, -ive, -al</p> <p>Spelling rules to recap: ough ere</p> <p>Writing:</p> <p>Language: word Suffixes and Prefixes Adverbs of possibility Personification Figurative language</p> <p>Punctuation: Recap parenthesis</p> <p>Structure - sentence Conjunctions – subordination Cohesion Noun Phrases</p> <p>Embed: Using commas to avoid ambiguity. Modal verbs Relative clauses</p> <p>Reading:</p>	<p>CEW from Sp2 may need revision: achieve, communicate, disastrous, guarantee, necessary, recognise, suggest, attached, convenience, exaggerate, individual, parliament, sacrifice, variety, yacht, bargain, foreign.</p> <p>CEW words been encouraged throughout lockdown.</p> <p>Potential 6 below expected book band if no progress has been made since break from school.</p> <p>5 children currently highlighted as ones to watch – potential dip attainment if no progress has been made.</p> <p>1:1 reads and 2x per week whole class reading to be put in place in Summer 2.</p> <p>Children had 2 weeks coverage of Lost Happy Endings - some children are not confident in using the perfect tense. Possible revision of ambiguity, prefixes and suffixes and cohesion.</p>

<p>Wk5 Spot the features in a non-chronological report (Use literacy company example) Text cohesion activity – eg can children insert devices so a text makes sense. Sentence types activity around an image. Mini report about a marine animal (2 days).</p> <p>Spelling: Words containing the letter string 'ough' Adverbials of time and place Words with an ear spelt ere Introduce new common exception words.</p> <p>Summer 2 'Lost happy endings' as planned.</p>	<p>Summarising main ideas from more than one paragraph. Identifying how language, structure and presentation contribute to meaning.</p> <p>Grammar: Tenses</p>	
<p style="text-align: center;"><u>Maths</u></p> <p><u>Summer 1 home learning:</u> Wk1, Fractions (3): Unit began in school and not finished. Children can apply previous knowledge to complete at home – multiplying fractions, conversion of mixed numbers and improper fractions. KM to provide videos to support revision of skills taught at school.</p> <p>Wk2, Position and direction: Revise Y4 plotting co-ordinates. Reflection and Translation – can be done at home using paper shapes.</p> <p>Wk3, Properties of shape 1: Revise Y4 angles Identify, estimate and compare angles Calculate missing angles using known facts</p> <p>Wk4, Properties of shape 2: Revise Y3 & Y4 parallel and perpendicular lines Revise Y4 classifying quadrilaterals and regular and irregular shapes 3d shapes</p> <p>Wk5, Volume and capacity:</p>	<p>Unit 11 Decimals and percentages – 12 lessons (12 days)</p> <p>Unit 12 Decimals – 15 lessons (15 days)</p> <p>Properties of shape 1 – 2 lessons needed (2/3 days) Measure angles with a protractor Draw angles correctly</p> <p>Unit 16 Measure – 10 lessons (10 days)</p> <p>Total time = 40 lessons (40 days). Two extra Maths lessons needed?</p> <p>Summer 2 wk1 and 2: Measure</p>	<p>May need extra cover of Measure – converting units</p> <p>Unit 11 Decimals and percentages – 12 lessons (12 days)</p> <p>Unit 12 Decimals – 15 lessons (15 days)</p> <p>Properties of shape 1 – 2 lessons needed (2/3 days) Measure angles with a protractor Draw angles correctly</p> <p>- Not covered.</p>

<p>Revise Y3 volume and capacity – units Estimate volume and capacity (Can be practical if children have equipment at home, KM can model using videos.)</p> <p>Objectives not covered planned into summer 2.</p> <p>One page profile children set extra times table practise through Maths intervention to support gaps. JRs' Maths intervention group (ML, RH, FH) to continue working on multiplication and division and SEN group (ZT, JC, EMO, ET) to practise times tables.</p>		
<p style="text-align: center;"><u>Science</u></p> <p><u>Summer 1 home learning:</u> Life cycles/Processes as planned. Wk1 Revise Y3 life cycle of plants, children could possibly plant seeds if have at home. Reproduction of plants Wk2 Create life cycle of a mammal, amphibian, insect or bird on purple mash – not a butterfly or frog. Introduce term metamorphosis. Wk3 Describe key differences in life cycles – give support. Wk4 Research Jane Goodall – English link Wk5 Create a classification key on purple mash of different animals life cycles.</p>	<p>As planned – Animals including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p><u>Working Scientifically:</u> SPEAK TO LISA J ABOUT WORKING WITH CHICKS Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><u>Type of enquiry - Pattern Seeking, Observation over time</u></p> <p><u>Links to prior learning</u> <u>Link to Y2 Humans</u> How offspring grow into adults.</p>	<p>None</p>
<p style="text-align: center;"><u>Geography</u></p> <p><u>Summer 1 home learning:</u> South America as planned. Wk1 Is SA a remote location? Research SA and find the countries/key cities and features- place on a map. Wk2 Is SA's climate similar to the UK? With explicit support, create a mini presentation</p>	<p>As planned - Global Issues – interconnections and interdependence <u>How are we connected to and dependent on others across the world?</u></p> <ul style="list-style-type: none"> Describe how countries of a geographical region are interconnected and interdependent. 	<p>Children will have gaps in knowledge of the Maya (history) due to differing responses in Maya project during home learning.</p> <p>Children did not complete global issues topic.</p>

<p>(children can present how they wish) about a biome and which plants/animals live there.</p> <p>Wk3 Human or Physical features: Which are more important? Sorting activity of features. Research into the importance of the Amazon</p> <p>Wk4 What does SA do for me? Find products which come from SA. Plot on a world map where they are exported to.</p> <p>WK5 Are the houses just like mine? Similarities and differences in houses.</p>	<p><u>Cross Curricular:</u> News Report - interviews etc (written evidence needed alongside)</p> <p><u>Links to prior learning</u> Link to Y1 continents Capital cities, continents and oceans Link to Y2 and Y3 Comparison of EU and non-EU countries. Link to Y3 Recycling How recycling affects the world. Link to Y4 Climate change Effects of climate change. Biomes, vegetation belts, equator, hemispheres and tropic of cancer. How to use compasses.</p>	
<p style="text-align: center;"><u>Art/DT</u></p> <p><u>Summer 1 home learning:</u> Catch up on Art digital media missed in Spring 2 due to school closure. Children can take photos of activities at home and record over orally on seesaw.</p> <p>Wk1 Art competition on Seesaw</p> <p>Wk2 Use everyday objects and create a flat-lay photograph of a flower.</p> <p>Wk3 Research artist David Hockney</p> <p>Wk4 Create digital media in the style of David Hockney - purple mash</p> <p>Wk5 Enhance digital media in the style of David Hockney - purple mash</p>	<p>As planned - Textiles art and DT - Joining materials</p>	<p>Textiles joining materials.</p>
<p style="text-align: center;"><u>Computing</u></p> <p><u>Summer 1 home learning:</u> Databases as planned – Link to Science</p> <p>Wk1 Search for information in a database</p> <p>Wk2 Design avatar for database</p>	<p>As planned - Logo</p>	<p>None</p>

<p>Wk3 Contribute to class database</p> <p>Wk4 Ask questions on database</p> <p>Wk5 Create own database and class quiz.</p>		
<p><u>PE</u> Multi-skill sport sessions delivered remotely by HC.</p>	As planned – Kwik Cricket	
<p><u>PSHE</u> <u>Summer 1 home learning:</u> Global environment issues as planned How can we make the world a better place? Mini project to be taken over 2 weeks.</p> <p>Children given positive mental well-being activity in week 3 and week 5.</p>	As planned – Life changes and reproduction	<p>Children will have missed work on drug education, substance abuse and exercise and diet due to school closures.</p> <p>Life changes and reproduction.</p>
<p><u>RE</u> <u>Summer 1 home learning:</u> Judaism as planned Learn about the Torah and reflect.</p>	As planned - Sikhism	None Sikhism.