

## JOURNEYS (BIG AND SMALL) - YEAR 5 SUMMER TERM

### ENGLISH - READING

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems to read aloud showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction

### GEOGRAPHY

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

-retrieve, record and present information from non-fiction

-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

-explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

-provide reasoned justifications for their views.

### ENGLISH - HANDWRITING

write legibly, fluently and with increasing speed by:

-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

-choosing the writing implement that is best suited for a task.

### ENGLISH - SPELLING

-use further prefixes and suffixes and understand the guidance for adding them

-continue to distinguish between homophones and other words which are often confused

-use dictionaries to check the spelling and meaning of words

-use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

-use a thesaurus.

### ENGLISH - WRITING

-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

-noting and developing initial ideas, drawing on reading and research where necessary

-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

-draft and write by:

-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

-using a wide range of devices to build cohesion within and across paragraphs

-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

-evaluate and edit by:

-assessing the effectiveness of their own and others' writing

-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

### ENGLISH - GRAMMAR & PUNCTUATION

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis

### COMPUTING

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### MATHS

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ( $^{\circ}$ )
- identify:
  - angles at a point and 1 whole turn (total  $360^{\circ}$ )
  - angles at a point on a straight line and half a turn (total  $180^{\circ}$ )
  - other multiples of  $90^{\circ}$
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- 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
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

## DT

### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- investigate and analyse a range of existing products

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- understand and use mechanical systems in their products [for example, cams,]

- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]

- solve problems involving converting between units of time

- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

## SCIENCE

- identify how sounds are made, associating some of them with something vibrating

- recognise that vibrations from sounds travel through a medium to the ear

- find patterns between the pitch of a sound and features of the object that produced it

- find patterns between the volume of a sound and the strength of the vibrations that produced it

- recognise that sounds get fainter as the distance from the sound source increases

- describe the movement of the Earth and other planets relative to the sun in the solar system

- describe the movement of the moon relative to the Earth

- describe the sun, Earth and moon as approximately spherical bodies

- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

### PE

- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### MUSIC

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

### RE

- make links between their own values and the values of others (i.e. the women in the Bible).
- ask important and relevant questions about the lives of the women in the Bible.
- ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments.
- reflect on the lives of the women in the Bible and describe the features that inspire them.
- describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth.
- use an increasingly wide religious vocabulary to explain what motivates people of faith.
- talk with understanding about the characteristics of a person living out their Christian faith.
- explain aspects of the lives of people of faith that inspire them.
- interpret bible stories and explain how that story answers questions about what it means to have faith.

## FRENCH

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories and songs in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

## PHSE/RSE

- identify their own strengths and talents; identify areas that need improvement and describe strategies for achieving those improvements.
- state what is meant by community; explain what being part of a school community means to them; suggest ways of improving the school community.
- identify people who are responsible for helping them stay healthy and safe; identify ways that they can help these people.
- describe 'star' qualities of celebrities as portrayed by the media; recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; describe 'star' qualities that 'ordinary' people have.
- distinguish between good and not so good feelings, using appropriate vocabulary to describe these; explain strategies they can use to build resilience.
- identify people who can be trusted; understand what kinds of touch are acceptable or unacceptable; describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
- explain how someone might feel when they are separated from someone or something they like; suggest ways to help someone who is separated from someone or something they like.

VALUES THIS TERM

Thankfulness

Reverence/Respect

-know the correct words for the external sexual organs; discuss some of the myths associated with puberty.

-identify some products that they may need during puberty and why; know what menstruation is and why it happens.

-identify the consequences of positive and negative behaviour on themselves and others; give examples of how individual/group actions can impact on others in a positive or negative way.

-recognise how our body feels when we're relaxed; list some of the ways our body feels when it is nervous or sad; describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

-recognise that some people can get bullied because of the way they express their gender; give examples of how bullying behaviours can be stopped.

-explain the difference between a safe and an unsafe secret; identify situations where someone might need to break a confidence in order to keep someone safe.