

St Francis RC Primary School Curriculum Overview and Detail Summer Term Year 5

Curriculum	Summer 1	Summer 2
Creative Learning Project	Scream Machine	
Focus	Science/DT	
Trip/Visitor/Hook	Rollercoaster trip	
Writing Focus Focus English	<p>Core Text: The Man who Walked Between the Towers by Mordicai Gerstein If by Rudyard Kipling</p> <p>Unit Written Outcomes: Journalistic writing Explanation and information Forces</p> <p>Possible Application: Recount of any trip, experience or visitor Information text - biography</p> <ul style="list-style-type: none"> ♣ Develop characters' dialogue and/or add actions to move events forward. ♣ Use a balance of dialogue, action and description to move events forward. ♣ Paragraph with clear topic sentences which signal changes in time, place or event. ♣ Topic sentence provides a link to the previous paragraph. ♣ Identify the purpose and audience for the writing. ♣ Know that different text types are organised in different ways to guide the reader. ♣ Select the appropriate language for the purpose and audience, ♣ Select language with the appropriate level of formality for the audience and purpose. ♣ Identify key information from a text. ♣ Summarise key information in sentences. ♣ Write a short paragraph which summarises key 	<p>Core Text: The Nowhere Emporium by Ross MacKenzie Unit Written Outcomes: Invented Wonder Room Eye witness report Life cycle explanation</p> <p>Possible Application:</p> <ul style="list-style-type: none"> ♣ Recount of any trip, experience or visitor Description of Emporium Objectives ♣ Use prior knowledge and knowledge from reading of word choices, language features and sentence structures to build success criteria or tool kit for writing. ♣ Use a balance of dialogue, action and description to move events forward. ♣ Evaluate paragraphing: ♣ Clear topic sentences which signal changes in time, place or event. ♣ Topic sentence provides a link to the previous paragraph. ♣ Select the appropriate language for the purpose and audience. For example, topic specific language, causal language, comparative language. ♣ Select language with the appropriate level of formality for the audience and purpose. ♣ Check that the topic sentence either introduces new information or has a direct link to the previous paragraph. ♣ Check that the chosen level of formality is sustained through the text.

	<p>information from a longer text.</p> <ul style="list-style-type: none"> ♣ Select the point of view for own writing. ♣ Explore how events are viewed from another perspective. ♣ Plan to write from a chosen point of view, making decisions about how events are viewed. 	
Cross curricular Maths Cornerstones	<ul style="list-style-type: none"> ♣ Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling. 	
Science Cornerstones and discrete	<ul style="list-style-type: none"> ♣ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. ♣ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. ♣ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ♣ Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ♣ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. ♣ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	
<p>Locational Knowledge – ongoing KS2</p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their 		

<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> ♣ 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 ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
IT	Multi media film	Espresso Coding
History Cornerstones		
Geography Cornerstones	<ul style="list-style-type: none"> ♣ Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ♣ Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. 	
<p>Locational knowledge – ongoing through KS2</p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ 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 ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
Art and Design Cornerstones	<ul style="list-style-type: none"> ♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). 	
DT Cornerstones	<ul style="list-style-type: none"> ♣ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, 	

	<p>pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"> ♣Apply their understanding of computing to program, monitor and control their products. ♣Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages). ♣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. ♣Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ♣Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	
Music Cornerstones Charanga		
PHSCE Cornerstones	♣Research, discuss and debate topical issues, problems and events	
Maths Focus Maths		
English: Reading Class novel Focus English	<p>Reading Focus: Core texts</p> <ul style="list-style-type: none"> ♣Understand that a writer moves events forward through a balance of dialogue action and description and explore. ♣Explore how a writer uses show and not tell techniques to introduce or develop a character. ♣Find words and language used for effect, explain the effect and record to use in writing. ♣Find and explore the structures and techniques 	<p>Reading Focus: Core text Non-fiction texts on life cycles/ use of raw materials</p> <ul style="list-style-type: none"> ♣Use meaning-seeking strategies to explore the meaning of words in context and idiomatic and figurative language. ♣Understand that a writer moves events forward through a balance of dialogue action and description. ♣Explore how dialogue is used to develop character. ♣Explore how actions are added to dialogue to move events forward. ♣Explore how a writer uses show and not tell techniques to introduce or

	<p>used and record to use in writing.</p> <ul style="list-style-type: none"> ♣ Use meaning-seeking strategies to explore the meaning of words in context and figurative language. ♣ Ask questions to improve understanding. ♣ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text. ♣ Make predictions from evidence found and implied information. ♣ Identify points of view – narrator, character. ♣ Explore how events are viewed from another perspective. ♣ Identify the writer's viewpoint. For example, how different characters are presented. Explain the writer's viewpoint with evidence from the text. ♣ Give a personal point of view about a text and explain with evidence from the text. ♣ Listen to and build on and question others' ideas and opinions about a text. ♣ Use skimming and scanning to find information. ♣ Understand the difference between fact and opinion. 	<p>develop a character.</p> <ul style="list-style-type: none"> ♣ Explain how the words and language create a precise effect and record for use in writing. ♣ Record effective words and language from reading to use in own writing. ♣ Understand that a writer uses different sentence structures and techniques to create effects. ♣ Explain the effect of the use of structure or technique and record to use in writing. ♣ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from the text. ♣ Summarise the main ideas drawn from a text. ♣ Use skimming and scanning to make notes. ♣ Find the theme in a book. ♣ Compare books with similar themes.
<p>Spelling/Grammar Focus English</p>	<ul style="list-style-type: none"> ♣ Add relative clauses to main clauses to add additional information, using commas. ♣ Check own writing for correct use of commas. ♣ Use a topic sentence to signal a change in time, place, event or information. ♣ Use the topic sentence of a paragraph to link to the content of the previous paragraph. 	<ul style="list-style-type: none"> ♣ Know that choice of tense in the topic sentence can also help to link ideas – past ♣ Develop appropriate topic sentence for each paragraph when writing, using adverbials and/or tense choice to signal change in time, place, event or information. ♣ Check that paragraphs link to each other. ♣ Recognise that using commas in different places changes the meaning of

	<ul style="list-style-type: none"> ♣ Link ideas across paragraphs using adverbials of time, place and number or tense choices ♣ Know that choice of tense in the topic sentence can also help to link ideas – past progressive. ♣ Understand that a sentence may have a part which adds information or an explanation and can be marked off in different ways: Brackets, dashes, commas ♣ Write/use sentences with modal verbs to use in writing and use to develop an argument. ♣ Know that modal adverbs can be used to modify modal verbs. ♣ Understand that modal adverbs can strengthen the degree of possibility. ♣ Write/use sentences with modal verbs and adverbs. 	<p>the sentence.</p> <ul style="list-style-type: none"> ♣ Correct sentences in which the meaning is not clear by putting in or moving commas. ♣ Use commas correctly in own writing. ♣ Use relative clauses in narrative and non-narrative writing appropriately to add information. ♣ Use modality purposefully in writing.
Speaking and Listening Focus English	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions. 	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions.
RE The Way, the Truth and the Life Caritas	Life in the risen Jesus Eid Enabling each other to aim high	Other Faiths Eid All things are connected