

# Curriculum Overview for Summer Term – Year 5

## English

- Punctuate all sentences correctly with inverted commas.
- Use a reasonably wide range of vocabulary for effect, though not always appropriately
- Select the appropriate tense for a range of speech and writing (e.g. diary, story, recount letters) and use consistently
- Use punctuation to indicate parenthesis, brackets, dashes, commas
- Using conjunctions, adverbs and prepositions to express time and cause
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- Indicate degrees of possibility using adverbs (e.g. perhaps and surely) or modal verbs (e.g. might, should, will and must)
- Punctuate all sentences accurately with: Capital letters, full stops, question marks and exclamation marks
- Using a wide range of devices to build cohesion within and across paragraphs
- Using expanded noun phrases to convey complicated information concisely
- Using a hyphen to link a prefix to a word

## Mathematics

- complete, read and interpret information in tables, including timetables
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- Identify angles at a point and 1 whole turn (total 360°)
- Identify angles at a point on a straight line and half a turn (total 180°)
- 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 3-D shapes, including cubes and other cuboids, from 2-D representations
- 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
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- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Solve problems involving number up to 3 decimal places
- Read, write, order and compare numbers with up to 3 decimal places
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000

## Science

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

## History

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

## DT

- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.
- They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).
- Children 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.
- They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.
- Children select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
- They 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.
- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- Children investigate and analyse a range of existing products.
- They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- They understand how key events and individuals in design and technology have helped shape the world.
- Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- They understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
- They understand and use electrical systems in their products (for example, simple circuits incorporating switches, bulbs, buzzers and motors).
- They apply their understanding of computing to program, monitor and control their products.

## PSHCE

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them  
L31. to identify the kind of job that they might like to do when they are older  
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

## Latin

- Read carefully and show understanding of words and phrases and simple writing
- Broaden their vocabulary
- Appreciate stories in Latin
- Explore the patterns and sounds of language through song
- Understand basic grammar appropriate to language

## Physical

Has taken part in outdoor and adventurous activity challenges both individually and within a team

## Education

## Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

## Geography

- describe and understand key aspects of: physical and human geography.
- understand geographical similarities and differences through the study of human and physical geography

## Music

- Use and understand staff and other musical notations.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory.
- 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.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

## Religious

A. Know about and understand a range of religions and worldviews.  
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.  
C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

## Education