**Year 5 Summer Term Curriculum Information**

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| ***SUBJECTS*** |  |
| **ENGLISH** | **Study Skills*** Comprehension
* Reviewing and continuing to practise everything we have covered this year in preparation for folder work
* Recall vs Inference questions
* Identifying and answering the different types of inference questions
* Annotating a passage to find answers to questions
* Using the point structure, with evidence, in multi-point inference answers
* Writing
* Reviewing and continuing to practise everything we have covered this year in preparation for our end of year assessment:
* Structuring written work from the paragraph to larger pieces
* Planning a piece of writing for different types of writing
* Integrating various literary devices into our writing, such as similes, metaphors, and imagery

**Spelling*** -ible
* ‘-cial’ versus ‘-tial’ suffixes‘-cious’ vs ‘-tious’ suffixes
* turning adjectives into adverbs
* silent letters
* homophones

**Grammar / Punctuation*** Colon vs semicolons
* Dashes vs hyphens
* Subjunctives
* Active vs Passive
* Review all areas that we have learned this year
	+ Particularly focusing on identifying and Grammar and Punctuation in context
	+ Correcting Grammar and Punctuation mistakes made in context

**Studied Literature** **Wolf Brother** |
| **MATHEMATICS** | * Number and Place Value
* Probability
* Fraction/Decimal/Percentage
* Position and Direction
* Algebra
* Symmetry, Position and Direction
* Revision and familiarisation.
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| **SCIENCE** | **Lifecycles** * The seven life processes
* Life cycles of other animals e.g. butterflies (Creative Writing Task)
* Reproduction in flowering plants
* Flower structure
* Pollination & fertilisation
* Seeds & fruit
* Seed dispersal (AT1 Task)
* Germination
* Human life cycle
* Puberty
* Endangered species

**Changing Sounds** * Generating sounds
* How does sound travel? (Written Letter Task)
* What materials can sound travel through?
* Creating and describing sounds: Volume and Pitch
* Describing sound waves: Amplitude and Frequency
* Investigating the muffling of sound (AT1 Task)
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| **FRENCH** | * Personal Description
* Description of family members
* Countries in Europe
* Nationalities
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| **SPANISH** | * Sports
* Hobbies
* Likes and dislikes
* Using opinion verbs with infinitives
* Giving reasons using adjectives
* Simple weather phrases
* Creating a weather report
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| **HISTORY** | * The Spanish Armada

 The Stuarts * The Gunpowder Plot
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| **GEOGRAPHY** | **Brazil*** Location and key places
* Climate
* Rainforests – flora and fauna
* People and activities
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| **RELIGIOUS STUDIES** | **Hinduism*** Origins, stories and key beliefs
* Gods and goddesses
* Worship at home and in the mandir
* The Ramayana and Divali
* Rites of passage – sacred thread ceremony, marriage, death.

Philosophy – Discussion – The six wise men ‘  |
| **COMPUTING** | * [Creating media – Introduction to vector graphics](https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing)
* Swift Programming
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| **ART AND DT****DT** | Teaching Artistic BehaviourThroughout the year the children are introduced to a variety of artist’s work with the emphasis on current practitioners* **Interpretation**
* **Transformation**
* **Creative Problem Solving**

Developing technique and creative ideas. Group work and co-operation**Creative Arts Week**2 projects per yearEach project – 2 weeks skills, 1 week planning 3-4 weeks creating, 1 week evaluatingMini-monstersStitching skills, appliqué skillsCreate stuffed monster with applique features. |
| **MUSIC** | * Learn to play the ukulele
* Continue to learn songs, using an increasing number of pitches of notes; start to sing in canon. Feel the pulse; clap the rhythm; follow the pitch of the melody with hand signs.
* Learn to play handchimes as a class ensemble.
* Creative Arts Scheme as a focus
* Festival of Singing
* Composer of the Month
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| **DRAMA** | * Working towards creative arts performance
* Rehearsal: taking and remembering direction
* Depending on theme: dance, verse, script, or improvisation work
* Performance
* Reading with expression
* Teamwork
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| **PE** | **ATHLETICS*** Discus
* Long Jump
* High Jump
* Sprints
* Middle Distance
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| **GAMES** | **CRICKET AND ATHLETICS (MIXED)** |

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| **PSHEE** | **Dreams and Goals*** When I Grow Up (My Dream Lifestyle)
* Investigate Jobs and Careers
* My Dream Job.
* Dreams and Goals of Young People in Other Cultures
* How We Can Support Each Other
* Rallying Support

**Healthy Me*** Smoking
* Alcohol
* Emergency Aid
* Body Image
* My Relationship with Food
* Healthy Me
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