**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. |
| **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) |
| **FRENCH** | * Personal Description * Description of family members * Countries in Europe * Nationalities |
| **SPANISH** | * Sports * Hobbies * Likes and dislikes * Using opinion verbs with infinitives * Giving reasons using adjectives * Simple weather phrases * Creating a weather report |
| **HISTORY** | * The Spanish Armada   The Stuarts   * The Gunpowder Plot |
| **GEOGRAPHY** | **Brazil**   * Location and key places * Climate * Rainforests – flora and fauna * People and activities |
| **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 |
| **ART AND DT**  **DT** | Teaching Artistic Behaviour  Throughout 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 year  Each project – 2 weeks skills, 1 week planning 3-4 weeks creating, 1 week evaluating  Mini-monsters  Stitching skills, appliqué skills  Create 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 |
| **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 |
| **PE** | **ATHLETICS**   * Discus * Long Jump * High Jump * Sprints * Middle Distance |
| **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 |