



Alice Ingham RC Primary School

Year 5 – Curriculum Overview - Summer Term

	Summer: Half Term 1		Half Term	Summer: Half Term 2		
Religion	Other Faiths	Pentecost: Transformation		Reconciliation: Freedom and Responsibilities	Universal Church: Stewardship	
English	Poetry – Extreme Weather			Poetry - Family		
	Fiction	Non-Fiction		Fiction	Non-Fiction	
	<p>Model Text Zelda Claw and The Rain Cat. (Blue Pie Corbett Book p112).</p> <p>Genre Fear story</p> <p>Toolkit Suspense</p> <p>Writing outcome (innovation) New threat for Zelda .e.g. a dog and change weather conditions.</p> <p>Independent Writing Own animal threat story.</p> <p>NB Include dialogue</p>	<p>Model Text Should Gold E Locks be Gaoled? (Pie Corbett Writing Models Y6)</p> <p>Genre Discussion</p> <p>Toolkit Effective use of vocabulary</p> <p>Writing outcome (innovation) Should Varjak Paw become a street cat?</p> <p>Independent Writing Free choice of story based discussion</p>	<p>Model Text Beowulf</p> <p>Genre Beat the monster</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) Prequel</p> <p>Independent Writing Own beat the monster</p>	<p>Model Text Beowulf's instructions for beating a monster</p> <p>Genre Instructions</p> <p>Toolkit Instructions</p> <p>Writing outcome (innovation) Alternative instructions for beating a monster</p> <p>Independent Writing Instructions</p>		
Cross curricular writing Information		Cross curricular writing Discussion				
Maths	Decimals	Geometry – Properties of Shape	Geometry – Position and Direction	Measure – Converting Units	Measure – Volume and Capacity	
	<ul style="list-style-type: none"> Solve problems involving number up to three decimal places. Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. 		<ul style="list-style-type: none"> Complete a simple symmetric figure with respect to a specific line of symmetry. 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. Describe positions on a 2D grid as coordinates in the first quadrant. Describe positions on the full coordinate grid (all four quadrants) (first quadrant). 			



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- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°); other multiples of 90°
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Draw given angles, and measure them in degrees ($^\circ$)
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Draw 2D shapes using given dimensions and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Compare and classify geometric shapes based on their properties and sizes, and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Identify 3D shapes, including cubes and other cuboids, from 2D representations.

- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Convert between different units of measure (for example, kilometre to metre; hour to minute).
- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- Solve problems involving converting between units of time.
- Complete, read and interpret information in tables, including timetables.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Estimate volume (for example, using 1cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water).



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Science	Changes and Reproduction		We are Scientists
	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments describe the changes as humans develop to old age 		<p>At Alice Ingham, the final Summer term is a term in which we allow children to build upon the skills they have learnt and developed this year and apply them.</p> <p>Children will use their skills through:</p> <ul style="list-style-type: none"> Sports Week, when the children will think about their bodies and the benefits of exercise. Nutrition Week – when the children look at the importance of a healthy and balanced diet Science week – during which the children will be able to take part in a variety of different investigations linking with our Science visitors Space Week – children enjoy a whole week themed around space during which the children will have an opportunity to camp at school so they are able to observe the night sky (NB – this particular week may be held at an alternative time in the school calendar when the equipment is available to us). Science Fair – when the children showcase their science work from the academic year for other classes and parents.



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Geography	<p style="text-align: center;">South America</p> <p>Children will be taught to:</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• 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)• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• 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• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
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History			<p style="text-align: center;">Who are The Ancient Greeks?</p> <p>Children will learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> • To learn about Greece and to place the ancient Greek civilisation in time. • To learn about the differences between Athens and Sparta and to understand the term ‘democracy’. • To learn about ancient Greek warfare. • To find out about the beliefs of the ancient Greeks • To find out about daily life in ancient Greece. • To learn about the impact of the ancient Greek civilisation on the modern world. • To be able to recall and summarise what you have learnt about ancient Greece.
			Art



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Design Technology			<p style="text-align: right;">Textiles: Stuffed Toys</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design• Select from and use a wider range of tools and equipment to perform practical tasks• Apply their understanding of how to strengthen, stiffen, and reinforce more complex structures• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>Cooking and Nutrition: What could be healthier?</i></p> <ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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Computing	iCommunicate: iCollaborate		iTech: iControl
	<p>This topic focuses on podcasting, blogging, vlogging and broadcast channels. Children will look at the origins of these four areas before learning how to create their own. Pupils will also discuss how digital networks such as the internet have made remote collaborations possible and very easy.</p> <ul style="list-style-type: none"> • Pupils know what a podcast is • Pupils know the difference between a feature and an introduction • Pupils can differentiate between a podcast, blog and a vlog • Pupils can write a simple blog about a certain subject • Pupils can turn a blog into a vlog • Pupils know what a jingle is and can create one themselves • Pupils know key characteristics of a feature 		<p>Children will build upon their coding knowledge gained during this year and learn how to control both simulated and external systems. Pupils will use computational thinking to plan, create and write a program to run an external device. This will involve writing code within the language Blockly, stringing code together to make algorithms, solving and debugging any issues, and coding to achieve the goals set out for them. At the end of this unit pupils will have the opportunity to test their code on a physical object.</p> <ul style="list-style-type: none"> • Pupils can name industries where robotics have helped increase productivity • Pupils know that Java and Blockly are programming languages • Pupils can look at simple code and explain what it will do • Pupils are able to code a simple presentation guide path • Pupils can identify errors in their code after it has failed • Pupils are able to fix their code after it has failed without assistance • Pupils can explain why certain robots have functions when given their job role
Music	At the Movies / Celebration		
	<p>The children will</p> <ul style="list-style-type: none"> • Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music • will put together a lively celebration in song for the children to perform at a class assembly, a school fair 		



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PE	Ball Skills	Throwing and Catching		Dance	Athletics
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	
MFL (Spanish)	Family Stories and Conversation			Cultural Diversity and Embedding Learning so far	
	<p>Children will be introduced to vocabulary on different family members and how to describe them. They will then build on what they have learnt in previous units by learning larger numbers and new questions, before using new vocabulary to hold longer and more complex conversations. The children will also learn how to conjugate the verbs 'to be' and 'to have' in the present tense.</p> <ul style="list-style-type: none"> • Pupils can say some of the family members. • Pupils can conjugate the verb 'to have' in the first and third person, in the present tense, with a low level of accuracy. • Pupils can conjugate the verb 'to be' in the first and third person, in the present tense, with a low level of accuracy. • Pupils can say some of the descriptive words covered in the unit. • Pupils can ask "do you have any brother or sisters?" and answer using the verb 'to have' and their family member vocabulary. • Pupils can accurately conjugate the verb 'to have' in the first and third person in the present tense. • Pupils can accurately conjugate the verb 'to be' in the first and third person in the present tense. 			<p>Children will learn about Spain culture, schools in Spain and the Spanish speaking world. They will also revise all the vocabulary that they have covered in previous units such as animals, colours and numbers. Children will practise asking and answering all the questions that they have been introduced to in the previous units and will use these questions to practise speaking in full sentences.</p> <ul style="list-style-type: none"> • Pupils can say most of the multiples of 10 up to 100. • Pupils can say one of each type of animal covered. • Pupils can say the phrases "I like..." and "my favourite animal is...". • Pupils can say some facts about the country. • Pupils can say most of the numbers 1-100. • Pupils can say several examples of each type of animal covered. • Pupils can give at least one reason for why they like an animal. 	



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