

Curriculum Overview For Year 5 Summer

English The Wind in the Willows. Lucy Gray, Murder Most Unladylike <u>Vocabulary, grammar and punctuation:</u> Indicate degrees of possibilities using adverbs and use modal verbs. Talk about my work using the learning from my Year 5 grammar list. Add phrases to make sentences more precise and detailed. Adapt sentence structure to text type. Use adverbs, prepositional phrases and	expanded noun phrases to convey precise and detailed information. Use apostrophes for possession and contractions. Make use of semicolons to mark boundaries between independent clauses. Select vocabulary appropriate to task audience and purpose. <u>Speaking and listening:</u> Can develop my ideas and opinions, providing relevant detail. Show that I understand the main points in a discussion. Can perform my own compositions, using appropriate intonation and volume	so that meaning is clear. <u>Composition:</u> Use the correct features and sentence structure matched to the text type. I can use further organisational and presentational devices to structure text and guide the reader, in non-narrative pieces. I can add well-chosen details to interest the reader. Précis longer paragraphs. Use stylistic devices to create effects in writing. Discuss the audience and purpose of the writing.	Science 1 <u>Forces: Can you feel the force?</u> Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?	Science 2 <u>Animals including humans</u> Can they describe the changes as humans develop to old age? Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? Can they draw a timeline to indicate stages in the growth and development of humans?
Maths <u>Measurement</u> • I can solve problems involving converting between units of time. • I can convert between different units of metric measure. • I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints. • I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.	• I can calculate and compare the area of rectangles using standard units (cm² and cm³) to estimate the area of irregular shapes. • I can use all four operations to solve problems involving money, length, mass, volume and time, using decimal notation, including scaling. <u>Geometry – properties of shapes</u> • I can use the properties of rectangles to deduce related facts and find missing lengths and angles. • I can distinguish between regular and irregular polygons based on	reasoning about equal sides and angles. • I can identify 3D shapes, including cubes and other cuboids, from 2D representations. • I know angles are measured in degrees. • I can estimate and compare acute, obtuse and reflex angles. • I can identify angles at a point and one whole turn. • I can identify angles at a point on a straight line and ½ a turn.	PE <u>Physical & Personal</u> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	RE <u>Gospel</u> I can identify features of gospel texts. I can suggest meanings of Gospel text studied taking into account their context. I can compare my ideas with ways in which Christians interpret biblical texts. In can make connections between Gospel texts and how Christians live in the community.
History—Why should we remember Maya? I can apply dates and historical language in my work. I can sequence a timeline with different time periods. I can compare and contrast historical periods I can hypothesise in order to answer a question.	Geography— How our country has changed. • I can select information about a place and use it in a report. • I can observe and describe land use. • I can synthesise detailed sketches and plans; improving my accuracy later. • I can make informed conclusions as to how a location fits into its wider geographical location; with reference to physical features.. • I can make reasoned judgements about how a location fits into its wider geographical location; with reference to human and economical features. • I can reason / speculate what a place might be like in the future, taking account of issues impacting on human features.	Art: Sculpture and 3D: Interactive Installation • Materials • I can select and use recycled materials within mixed media art. • I can select materials for a given purpose. Form and Space • I can describe and model form and space in 3D using a range of materials.	Design: Structures • I can design a stable structure that can support weight. • I can make a range of beam bridges. • I can apply knowledge of triangles to create truss bridges that meet specific requirements. • I can adapt and improve my own bridge structure by reinforcing points of weakness. • I can critique and suggest improvements. • I can develop my understanding of strong beams. • I can identify arch and beam bridges.	Computing—Computer Science. Plan and write an algorithm using the following: commands, sequence, selection and repetition Detect and debug errors in more complex algorithms and programs. Use selection to create games in which the user must make a choice Use my skills and understanding of selection in more than 2 programs