

Year 5 Summer Term
What will we learn this term?

English

Our English work this term is linked to our History project – Groundbreaking Greeks. We will be writing for a range of different purposes this term, which will include:

Greek Myths – To write a Greek myth, using a variety of verb forms, including the perfect form of verbs and modal verbs.

Playscripts - To write a Greek comedy playscript, using dialogue to convey character and advance the action

Balanced Argument - To write a balanced argument and use an impersonal voice to present both sides of an argument

Odes - To write an ode and assess the effectiveness of their writing

Our whole class text that we will be reading is called “Who Let the Gods Out” by Maz Evans. This story is about a boy called Elliot, who wishes upon a star, but he didn’t expect a constellation to crash into his dung heap. They need the king of the gods and his noble steed to help, but is this what arrives? Are the Gods really ready to save the world? And is the world really ready for the Gods?

The children will be using predicting, clarifying, questioning, summarising and activating prior knowledge to understand the text.

Maths

Percentages: This chapter covers the expectations in Year 5 for percentage. It begins with comparing quantities and exposing percentage as an amount out of 100. The chapter finishes by having pupils convert fractions to hundredths, both by expanding fractions and by simplifying them.

Geometry: This is the final chapter on geometry in Year 5. It explores angles: measuring angles, the investigation of angles on a line/point and drawing angles, before moving onto using angles as a descriptor for common shapes. The chapter ends with pupils solving problems involving angles and investigating angles inside regular polygons.

Position and Movement: In this chapter, pupils are exploring position and movement. In the first lesson, they are naming and plotting points on a grid before moving onto the translation of a shape in the second lesson. They are then required to describe the movement of a shape on a grid as the first step in describing reflections. The chapter ends with pupils looking at and describing reflections across a mirror line.

Measurements: In this chapter, pupils are exploring the measurement of mass, temperature, time and length. The chapter begins with pupils converting units of length from millimetres to centimetres and from centimetres to metres. They quickly move on to converting metres to kilometres before looking at converting imperial measures to metric measures. Pupils explore converting units of mass in the same manner, finishing with imperial and metric conversions. They look at units of time in days, weeks, months and years, then in seconds, minutes and hours. The last lesson looks at temperature and how to use a vertical number line (thermometer). The chapter ends with a very challenging problem about changing lengths.

Area and Perimeter: In this chapter, pupils will be extending their knowledge of perimeter and area. It begins with pupils finding the perimeter of a polygon constructed from other polygons. They then look at constructing shapes with the same perimeter but a different area. Pupils begin to explore scale diagrams to determine the perimeter of shapes before moving onto exploring area using concrete materials. When they are familiar with the concept of area, they begin looking at area on square grids. Pupils will be using their understanding of polygons to calculate the area of those that are not 'regular polygons'. As the chapter progresses, they measure area in a variety of ways, determining the area of shapes from familiar shapes and using estimation to support their understanding.

Volume: In this chapter, pupils are exploring volume. In the first lesson, they learn about the volume of solids and how to use cubes to determine volume. Then they look at the volume of specific shapes such as rectangular boxes. The term 'capacity' is revisited in a lesson in the middle of this chapter, which helps pupils differentiate between 'volume' and 'capacity'. Next, they learn to convert between different metric units and then between metric and imperial units. The chapter ends with pupils solving increasingly challenging word problems related to volume.

Roman Numerals: In this short chapter, pupils are identifying and using Roman numerals. In the first lesson, pupils learn to write Roman numerals to 1000, determining rules to apply to the written number. In the second

lesson, pupils learn how to write years above 1000. The chapter ends with applying knowledge of Roman numerals to real-life scenarios.

Science

Properties and changes of materials - This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.

Computing

Knowledge - Introduction to vector graphics

Skill - Creating images in a drawing program by using layers and groups of objects.

Knowledge - Selection in quizzes

Skill - Exploring selection in programming to design and code an interactive quiz.

History

Ground-breaking Greeks: This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.

Art

Expression: This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.

Design Technology

Architecture: This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.

PE

PE Day: 5H Wednesday 5R Friday
Summer 1: Dance Summer 2: Athletics

RE

Being temperate, self-disciplined and seeking contentment

Who do we allow to shape our behaviour? Who do Humanists use as a behavioural role model?

What teachings do Christians and Baha'ls follow in order to become more self-disciplined?

What practices and teachings do Jains and Buddhists use to become more content?

Being thankful

When and why do we say thank you?

What different ways do believers have of saying thank you?

What different ways do believers have of saying thank you?

Being Imaginative and Explorative

What do you see in your mind?

How do RT's respond to human creativity in worship?

How do Christian artists represent Jesus?.

PSHE

Relationships

Self-recognition and self-worth, building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming and SMARRT internet safety rules

Changing Me

Self- and body image, Influence of online and media on, body image, puberty for girls, puberty for boys, conception (including IVF), growing responsibility, coping with change, Preparing for transition

Music

Dancing in the Street sung by Martha and The Vandellas – Motown

Reflect, Rewind & Replay - Classical