

**Year 5 Summer Term**  
**What will we learn this term?**

**English**

In English we will be learning how to write a story in the style of a Greek Myth, use an impersonal voice to write a Balanced Argument, use dialogue to convey character and advance the action when writing a Greek comedy playscript and explore the meanings of texts, including figurative language, when writing a poem known as an ode.

**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**

**Human Reproduction and Ageing:** This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.

**Forces and Mechanisms:** This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.

**Computing**

**Computer Systems and Networks - Systems and Searching:** Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of

a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

**Creating Media - Introduction to Vector Graphics:** In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

### History

**Groundbreaking 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: Tuesday  
Summer 1: Dance Summer 2:

### 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'Is follow in order to become more self-disciplined?  
What practices and teachings do Jains and Buddhists use to become more content?

### PSHE

**Celebrating Difference:** Different cultures, Racism, Rumours and Name-calling, Types of Bullying, Does Money Matter?, Celebrating Difference Across the World  
**Healthy Me:** Smoking, Alcohol, Emergency Aid, Body Image, My Relationship With Food, Healthy Me

### Music

#### **Livin' On A Prayer:**

We will be taking an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.