



## YEAR 5 Summer Term overview

Subject	
TRIPS	Chiltern Open Air Museum
Maths	<p>The children will be learning: geometry (Position and Direction) which will include reflection and translation as well as angles; strategies for Multiplication and Division in problem solving; conversion of Imperial to Metric Units of Measure; Problem Solving with all Four Operations; Shape and Measures - distinguishing between Regular and Irregular Polygons &amp; Perimeter; and Statistics - solve comparison, sum and difference problems using information in a Line Graph and Roman Numerals.</p> <p>Pupils will also develop arithmetic skills through twice weekly mini-maths sessions.</p>
English	<p><u>Poetry:</u> The children will be learning about classic poetry in the form of Cautionary Tales written by Hilaire Belloc and will be writing their own poems in this style.</p> <p><u>Fiction:</u> The children will be looking at 'The Hobbit' by JRR Tolkien where they will plan and write their own fantasy story in the style of Tolkien.</p> <p><u>Non Fiction:</u> The children will be looking at writing non chronological reports and will be writing their own reports based on their science topic, Animals Including Humans. The children will also be looking at writing balanced arguments.</p> <p><u>SPaG: (Spelling, grammar and punctuation):</u></p> <p>Use expanded noun phrases to convey complicated information concisely; use colons to mark the boundaries between related clauses; extend a range of sentences with more than one clause by using a wider range of conjunctions; use relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied relative pronoun; revise use of sophisticated punctuation : ; -; indicate grammatical and other features by using semi-colons or colons i.e. using a colon to introduce a list and punctuating bullet points consistently.</p> <p><u>Spellings</u> Explore words with the /i/ sound spelt ei after c.</p> <p>Review words endings that sound like el. Explore words with -cial or -tial endings. Explore words ending in -cially or -tially. Explore words ending with -ably and -ibly. Explore words ending in -ent, -ence, -ency. Explore words ending in -ant, -ance, -ancy. Review use of apostrophe for contraction and for possession. Explore use of hyphen to create compound words.</p>



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<b>History</b>	<p><u>Topics</u> Who Invaded Britain</p> <p>Children will be taught to make comparisons between different times in the past. They will use a timeline to show when the Anglo-Saxons were in England and use relevant terms and period labels. Children will use a range of maps, sometimes in atlases, to locate places, choosing the most appropriate. Children will be taught to understand about invasion and battles and will start to ask questions about the topic and pictures/artefacts linked to the topic. Children will make use of primary and secondary resources.</p> <p><u>Key Vocabulary:</u></p> <p>Angles, Saxons, Jutes, Angle-land, Romans, settle, sufficient, opportunity, guard, outlaws, shillings, Pagan, gods, beliefs, converted</p>
<b>Computing</b>	<p><u>Topics</u> Game Creator, Modelling and Concept Mapping</p> <p>Children will be introduced to 2DIY, 2Design and Make and the skills of computer aided design.</p> <p>Explore different games and use the program to create an adventure game with 3 levels and adversaries to avoid.</p> <p>Key Vocab</p> <p>Element, image, icon, properties</p> <p>Explore the effect of moving points when designing. Design a 3D Model to fit certain criteria. Refine and print a model.</p> <p><u>Key Vocabulary:</u></p> <p>CAD Computer aided design, viewpoint, modelling, polygon, 3D Printing, Net Template, points, 3D Printing</p> <p>Understand the need for visual representation when generating and discussing complex ideas. Understand the uses of a 'concept map' and use the correct vocabulary when creating a concept map. Consider how a concept map can be used to retell stories and information. Create a collaborative concept map and present this to an audience.</p> <p><u>Key Vocabulary:</u></p> <p>Audience, collaboratively concept map, node, connection, though, concept, idea, visual,</p>



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<b>Science</b>	<p><u>Topic:</u> Animals including humans</p> <p>Pupils will learn about the lifecycle and describe the changes as humans develop to old age as well as identify ways in which the appearance of humans changes as they get older. They will also be able to identify some characteristics that will not change with age. The children will also be able to recognise stages in growth and development of humans including puberty.</p> <p><u>Vocabulary:</u></p> <p>New born, infant, child, teenager, adolescent, puberty, adult, wrinkles, grey hair, height, weight.</p> <p><u>Topic:</u> Forces</p> <p>The children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will also be able to identify and investigate the effects of air resistance, water resistance and friction, that act between moving surfaces. Pupils will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>Vocabulary:</u></p> <p>Force, air resistance, water resistance, magnetic attraction, gravitational attraction, direction, force, motion, weight, upthrust, Newton, force meter, stationary, surface area, force applied, pulley, lever, gear.</p>
<b>DT</b>	<p><u>Topic:</u> Mechanical Toys</p> <p>Know that mechanical systems have an input, process and output;</p> <p>understand what a gear and pulley are;</p> <p>know that gears and pulleys can be used to speed up, slow down or change the direction of movement;</p> <p>accurately draw an exploded diagram and know technical vocabulary relevant to the project.</p> <p><u>Key Vocabulary:</u></p> <p>Pulley, gear, rotation, belt, spindle, switch, mechanism, linkage, linear, dowelling, axle, anti-clockwise, clockwise, attached, develop.</p>
<b>Art</b>	<p><u>Topic:</u> Talking textiles</p> <p>Children will investigate colour, shape and texture in textile materials and processes and use these to communicate ideas in a story about Beowulf. They will comment on similarities and differences in how events in a story are communicated in their own and others' work. They will use these events to create a collage and sewn using different stitches and embellishments.</p>



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	<p><u>Key Vocabulary:</u> textiles, Bayeux Tapestry, stitched, animates, techniques, quilting, dying, painting, fabrics, layering, 2d/3d, embellishments, Stitching- running, blanket, back and cross</p>
Outdoor PE	<p><u>Topic:</u> Rounders Know how to use, apply and vary striking and fielding games skills. Use a rounders bat or a cricket shaped bat with confidence Strike and throw the ball with reasonable accuracy and consistency. Bowl underarm so the ball arrives appropriately for the batter to hit. Understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder</p> <p><u>Key Vocabulary:</u> increase, defensive, attacking, release, fielding, stumping, predict, accuracy, indecisive, permitted, misfield</p> <p><u>Topic:</u> Athletics Run at a steady pace when running at different speeds. Identify the basic throwing actions of the pull, push, fling and heave. Demonstrate the principles of jumping for height and length. Take part in competition with a strong understanding of tactics and how technique can affect performance.</p> <p><u>Key Vocabulary:</u> cones, batons, beanbags, cones, hoops, timer, jump, hop, step, aim, target, spot markers, games, rules</p>
Indoor PE	<p><u>Topic:</u> Orienteering Know how to problem solve, therefore we can: improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary. Know and understand the concept of a map, therefore we can improve our accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel. Recognise and know the importance of teamwork, therefore we can consistently cooperate with others in problem solving activities.</p> <p><u>Key Vocabulary:</u> Navigate, relocation, concentration, map memory, planning, ahead, efficient, Problem solving, planning, communication,, discussion,, leadership, safety, symbol, cooperation</p>



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### Topic: Cricket

Children know how to use, apply and vary striking and fielding cricket skills, Children can use a cricket bat with confidence: strike and throw the ball with reasonable accuracy and consistency. Bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce). Understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder.

### Key Vocabulary:

runner, fielding, wicket, sprinting, accuracy, wicket, stump, bowling, consistency, defensive, awareness,

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### Topic: Symbols and actions

Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.

### Key Vocabulary:

Mudras (gestures), The Three Jewels, (Buddha, Dharma and the Sangha), Dharma Wheel, Lotus Flower, performance, charismatic, action, believe, existence, rupa, enlightened, refuge

### Topic: Prayer worship and reflection

Through enquiry

and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces. Debate whether or not prayer spaces are needed to connect to God and enquire how prayers, might enhance worship

### Key Vocabulary:

Meditation, stillness, multi-faith, compassion, mantra, mindfulness, wheel, Nirvana Interpretation, reflection, nature, secular, environmental, sacred space,



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	meditation, silence
PSHE	<p><u>Topic:</u> Relationships: The children will be considering how to make friends and solve friendship problems when they occur. They will discuss how to help others feel part of a group and show respect to others. Pupils will discuss how to help ourselves and others when they feel upset or hurt.</p> <p><u>Vocabulary:</u> Characteristics, Attributes, Self-esteem, Responsibility, Community, Online, Trustworthy, Social, Safe.</p> <p><u>Topic:</u> Changing Me Pupils will discuss and understand that everyone is unique and special. They will express how we feel when change happens. They will also understand and respect the changes we see in ourselves and other people. Children will also know who to ask for help if worried about change.</p> <p><u>Key Vocabulary:</u> Affirmation, Body image, Perception, Characteristics, Puberty, Hormones, Teenager, Milestone.</p>
French	<p><u>Topic:</u> Les matières Vocabulary focus: school topics and hobbies.</p> <p>Grammar focus: avoir, etre, aller pronunciation of the letter h in French, masculine/feminine</p> <p><u>Topic:</u> Le Transport Vocabulary focus: transport vocabulary, prepositions,</p> <p>Grammar Focus: Prepositions, consolidation of avoir/etre and other concepts taught this year.</p>
Music	<p><u>Topic Unit:</u> Living On A Prayer <u>Style:</u> Rock</p> <p><u>Topic and cross-curricular links:</u> The children will be looking at how Rock music developed from the Beatles onwards as well as analysing their performance. The material presents an integrated approach to music where games, the dimensions of music (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.</p>



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Key Vocabulary: Rock, pulse, rhythm, pitch, hook, guitar, bridge

Topic Units: Reflect, Rewind and Replay

Style: Genre revision of the Year's learning

Topic and cross-curricular links: Children know five songs from memory, who sang or wrote them, when were they written and, if possible, why? Know the style of the five songs and to name other songs from the Units in those styles. Choose two or three songs and be able to talk about the historical context of the songs. What else was going on at this time? Know three well-known improvising musicians.

Know that a performance involves communicating ideas, thoughts and feelings about the song/music.

Key Vocabulary:

Pulse, pitch, rhythm, tempo, texture, dynamics, verse, chorus, bridge, instrumental, duration, genre: Rock and Roll, Jazz

Ballad, Rap, Motown