



## Summer Term Learning Year Five

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| <p>Week beginning:</p>   |   |
| <p>Wk 1<br/>Monday 22<sup>nd</sup> April</p> <p><b>Swift class to Pizza Express<br/>Wednesday 23<sup>rd</sup> April.</b></p> | <p>In <b>English</b>, we will be writing a mystery detective story. We will use our key text '<i>London Eye Mystery</i>' as inspiration. Children will look at features of a mystery novel and creating a character. Children will develop their character's appearance, personality, and skillset. Children will look at coo-ordinating conjunctions to help build compound sentences. Furthermore, we will explore using figurative devices to build the setting for our mystery story.</p> <p>In <b>Maths</b>, we will look at the unit of shape. We will cover understanding and using degrees, classifying angles (right, acute, obtuse, reflex), estimating angles based on their knowledge of angles, using a protractor to measure angles up to 180° and draw lines and angles accurately and use what they have learnt about shapes to construct shapes.</p> <p>In <b>Science</b>, we will be starting our unit of work on <b>living things and their habitats</b>. Children will explore the question enquiry of 'Are There Any Differences Between the Lifecycles of Mammals, Amphibians, Insects and Birds. In this enquiry, pupils will learn that whilst there are normally four major events in the lifecycle of animals: birth - growth - reproduction – death. These events happen at different stages. They will find out that different animal groups have some distinct developmental processes and stages. This will lead pupils to be able to accurately describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>In <b>History</b>, we will learn about who the Mayans were and what have we learned from them. We will explore how we know about the Mayan civilisation and their way of life. We will find out about what the Maya believed in, including their religious rites and rituals and use a variety of sources to piece together what life was like for the Maya. Furthermore, we will explore the achievements of the Maya including their number systems and calendar. Finally, we will investigate the reasons behind the decline of the Mayan civilisation.</p> |
| <p>Wk2<br/>Monday 28<sup>th</sup> April</p> <p><b>Tuesday 29<sup>th</sup> April – Year 5<br/>Science Museum Trip</b></p>     | <p>In <b>English</b>, we will be writing a mystery detective story. We will use our key text '<i>London Eye Mystery</i>' as inspiration. Children will be exploring ideas for their story. They will be thinking about their main characters and the emotions of something being lost or being taken. Children will be revising direct speech rules and conjunctions.</p> <p>In <b>Maths</b>, we will continue with our unit of shape. We will explore calculating angles around a point and a straight line, different strategies for calculating missing lengths and angles in shapes and identifying regular and irregular polygons.</p> <p>In <b>Science</b>, we will continue our unit of work on living things and their habitats. Pupils will explore the enquiry question of 'How Can We Behave Like Naturalists?' In this enquiry pupils will find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. They will carry out research into the life and work of Jane Goodall</p>   |

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|  | <p>In <b>History</b>, we will learn about who the Mayans were and what have we learned from them. We will explore how we know about the Mayan civilisation and their way of life. We will find out about what the Maya believed in, including their religious rites and rituals and use a variety of sources to piece together what life was like for the Maya. Furthermore, we will explore the achievements of the Maya including their number systems and calendar. Finally, we will investigate the reasons behind the decline of the Mayan civilisation.</p>   |
| <p>Wk 3</p> <p><b>Monday 5<sup>th</sup> May – Bank Holiday.</b></p> <p>Back to school on Tuesday 6<sup>th</sup> May</p> <p><b>Wednesday 7<sup>th</sup> May – Robin class to Pizza Express.</b></p> | <p>In <b>English</b>, we will be writing a mystery detective story. We will use our key text '<i>London Eye Mystery</i>' as inspiration. We will conclude our writing. Children will look to use expanded –ing &amp; -ed clauses, think about varying lengths of their sentences for meaning and effect, adverbial phrases and include degrees of possibility using modal verbs. Children will use editing skills to ensure accuracy with punctuation and cohesion within their paragraphs and overall storyline.</p> <p>In <b>Maths</b>, we will conclude our work on shape by recognising 3D shapes and their properties. We will then move to explore position and direction. We will look at reading and plotting coordinates, solving word problems involving coordinates and translation (movement of shapes up, down, left and right) by direction and coordinates.</p> <p>In <b>Science</b>, we will continue our unit of work on living things and their habitats. Pupils will explore the enquiry question of 'What Is Sexual Reproduction in Plants?' We will learn how to describe the life process of reproduction in some plants by looking at the reproductive parts of a flower and finding out about their functions in the process.</p> <p>In <b>History</b>, we will learn about who the Mayans were and what have we learned from them. We will explore how we know about the Mayan civilisation and their way of life. We will find out about what the Maya believed in, including their religious rites and rituals and use a variety of sources to piece together what life was like for the Maya. Furthermore, we will explore the achievements of the Maya including their number systems and calendar. Finally, we will investigate the reasons behind the decline of the Mayan civilisation.</p> |
| <p>Wk 4</p> <p>Monday 12<sup>th</sup> May</p>  | <p>In <b>Maths</b>, we will conclude our work on position and direction by looking at lines of symmetry in shapes and reflection in horizontal and vertical lines.</p> <p>In <b>Science</b>, we will continue our unit of work on living things and their habitats. Pupils will explore the enquiry question of 'Can Plants Reproduce Without Seeds?'. We will continue to describe the life process of reproduction in some plants and learn that some plants are asexual and can reproduce an identical version of itself without help. We will begin a cloning experiment to investigate this.</p> <p>In <b>Design Technology</b>, we will be learning what we mean by 'seasonal' and why it is good to eat 'seasonal' produce. Children will prepare, taste, and evaluate a range of seasonal produce. This will lead into children creating their product of a pizza. Children will create a recipe with labelled diagrams, make the product and evaluate the outcome against their design brief.</p>  |
| <p>Wk 5</p> <p>Monday 19<sup>th</sup> May</p>  | <p>In <b>English</b>, we will be writing detailed instructions linked to our Pizza making in DT. The instructions will have a clear introduction and conclusion, adverbials, imperative verbs, brackets and hyphens.</p>  |

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| <b>Friday 23<sup>rd</sup> – Last day of term</b>   | <p>In <b>Maths</b>, we will begin a new unit of decimals. In this unit we will add and subtract decimals within 1, add decimals to complement and make 1 and add and subtract decimals across 1.</p> <p>In <b>Science</b>, we will continue our unit of work on living things and their habitats. Pupils will explore the enquiry question of ‘Can Plants Reproduce Without Seeds?’. We will continue to describe the life process of reproduction in some plants and learn that some plants are asexual and can reproduce an identical version of itself without help. We will begin a cloning experiment to investigate this.</p> <p>In <b>Design Technology</b>, we will be learning what we mean by ‘seasonal’ and why it is good to eat ‘seasonal’ produce. Children will prepare, taste, and evaluate a range of seasonal produce. This will lead into children creating their product of a pizza. Children will create a recipe with labelled diagrams, make the product and evaluate the outcome against their design brief.</p>  |
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| <p style="text-align: center;"><b>Wider Curriculum</b></p> <p>In <b>Reading (DR)</b>, the children will use our core text of ‘<i>London Eye Mystery</i>’ to explore the reading skills of prediction, inference, questioning, clarifying, summarising, and evaluating.</p> <p>In <b>Music</b>, the children will be learning about Gospel Choir music and performance. Children will focus on singing, harmony, vocal technique, and characterisation. This will lead to a performance in Summer 2 half-term.</p> <p>In <b>PE</b> lessons with the class teacher, the children will do orienteering. They will develop map reading skills using all compass points, communicate effectively and plan strategies to complete a task, problem solve within a team, developing skills of trust and valuing each other and developing map building skills. With PE staff, children will be doing tennis. They will focus on shot selection and shot control, serving with increased accuracy, learn the ready position to both serve and receive serve, improve accuracy with both forehand and backhand shots and be able to describe the rules and scoring system of tennis. Swift Class will be swimming.</p> <p>In <b>Computing</b>, we will be learning about selection in physical computing, exploring conditions and selection using a programmable microcontroller called crumbles.</p> <p>In <b>PSHE</b>, we will be covering the <b>Changing Me</b> unit of our Jigsaw Programme. This will include self and body image, puberty for girls and boys, and conception. Please see the email sent by Mrs Gazzard for more information.</p> <p>In <b>French</b>, we will be learning how to talk about the Romans. We will understand the key facts of the history of Ancient Rome in French, say and spell the days of the week in French and name some of the most famous Roman inventions in French.</p> |   |
| <p style="text-align: center;"><b>Half Term</b></p>  |   |
| <p>Wk 1<br/>Monday 2<sup>nd</sup> June</p> <p><b>Monday 3<sup>rd</sup> June – Class photo day</b></p>  | <p>In <b>English</b>, we will use our core text of ‘<i>The Boy at the Back of the Class</i>’ to write a recount of Ahmet’s first day at school. We will write from the lead characters’ point of view and explore the emotions of the character, his backstory, and his reactions to his new community. Children will look to build on using commas when using a coordinating conjunction in a compound sentence and adverbials to link ideas across paragraphs. Furthermore, children will look to use to develop characters through description, action and dialogue and a range of figurative devices to develop setting, character, and atmosphere.</p> <p>In <b>Maths</b>, we will conclude our unit of decimals by recognising sequences involving decimals, multiplying, and dividing by 10, 100 and 1,000 and finding missing values in multiplication and division decimal calculations.</p> <p>In <b>Science</b>, we will start our unit of work on animals including humans. We will explore the enquiry question of ‘How Do Humans Change Over Time? We will explore the different stages of the human lifecycle.</p> |

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|   | <p>In <b>Geography</b>, we will learn about what Fairtrade is and why should it matter to all of us. Children will know how different countries trade with each other and why Brexit is important to all of us.</p>   |
| <p>Wk2</p> <p><b>Wednesday 11th June – International Day of Play</b></p> <p><b>Wednesday 11<sup>th</sup> June – Year 5 Sports Day</b></p> | <p>In <b>English</b>, we will use our core text of <i>'The Boy at the Back of the Class'</i> to write a recount of Ahmet's first day at school. We will write from the lead characters' point of view and explore the emotions of the character, his backstory, and his reactions to his new community. Children will look to build on using commas when using a coordinating conjunction in a compound sentence and adverbials to link ideas across paragraphs. Furthermore, children will look to use to develop characters through description, action and dialogue and a range of figurative devices to develop setting, character, and atmosphere.</p> <p>In <b>Maths</b>, we will start our unit on negative numbers. This will include understanding what a negative number is, counting through zero in 1's and in multiplies, comparing and ordering negative numbers and finally, finding the difference between negative numbers.</p> <p>In <b>Science</b>, we will continue our unit of work on animals including humans. We will continue to explore the enquiry question of 'How Do Humans Change Over Time? We will explore the different stages of the human lifecycle.</p> <p>In <b>Geography</b>, we will learn about what Fairtrade is and why should it matter to all of us. Children will understand what people mean by Fairtrade and which countries suffer if there is not a culture of Fairtrade. Children will carry out fieldwork in the local area, finding out how much Fairtrade produce is available in the local area and a questionnaire with local residents.</p> |
| <p>Wk 3</p> <p>Monday 16<sup>th</sup> June</p>  | <p>In <b>English</b>, we will use our core text of <i>The Boy at the Back of the Class'</i> to show through a range of writing and understanding of how persuasive writing can be adapted for different audiences and purposes. The children will write a speech to the local community and a letter to the Home Secretary. Children will explore persuasive features, rhetorical questions, modal verbs, casual conjunctions, and emotive adjectives. As part of the writing process children will look to proofread for spelling and punctuation errors, ensuring the consistent use of tense throughout.</p> <p>In <b>Maths</b>, we will work on measurement by converting between different units of measurement. This will include converting kilograms, kilometres, millimetres, and metres.</p> <p>In <b>Science</b>, we will continue our unit of work on animals including humans. We will explore the enquiry question of 'How Can We Investigate Changes as We Progress Through the Lifecycle?' Children will apply their learning by working scientifically to design and carry out their own investigations about the human lifecycle.</p> <p>In <b>Geography</b>, we will learn about what Fairtrade is and why should it matter to all of us. Children will explore what is meant by sustainability, global citizenship, and ethical codes</p>   |
| <p>Wk 4</p> <p>Monday 23<sup>rd</sup> June</p>  | <p>In <b>English</b>, we will use our core text of <i>The Boy at the Back of the Class'</i> to show through a range of writing and understanding of how persuasive writing can be adapted for different audiences and purposes. The children will write a speech to the local community and a letter to the Home Secretary. Children will explore persuasive</p>  |

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|  | <p>features, rhetorical questions, modal verbs, casual conjunctions, and emotive adjectives. As part of the writing process children will look to proofread for spelling and punctuation errors, ensuring the consistent use of tense throughout.</p> <p>In <b>Maths</b>, we will conclude our unit on measurement by converting between metric and imperial units, converting units of time, and calculating timetables from real life context (TV guides, train timetables).</p> <p>In <b>Science</b>, we will continue our unit of work on animals including humans. We will explore the enquiry question of 'What Happens to Us During Puberty?' We will introduce the children to puberty from a scientific perspective. We will look at physical and emotional changes that occur during puberty. Children will categorise changes according to whether they happen to males or females, understand that scientists classify in this way to help them understand how living things work and look at similarities and differences.</p> <p>In <b>Art</b>, we will be learning about surrealism, exploring Leonora Carrington as our artist of inspiration. We will also explore the work of Man Ray in comparison, noticing similarities and differences. Children will use watercolour paint to create pieces of art of surreal animals and landscapes. Children will explore using appropriate brush strokes, demonstrate a secure knowledge of primary, secondary, warm, cold, complimentary, and contrasting colours and experimenting with tone and tints to enhance the mood of the piece.</p>   |
| <p>Wk 5</p> <p>Monday 30<sup>th</sup> June</p> | <p>In <b>English</b>, we will use our core text of <i>The Boy at the Back of the Class</i> to write a narrative about a refugee's journey to the UK. Children will create their character, their backstory and explore their emotions on their journey. Children will explore using coordinating conjunctions in a compound sentence, adverbials to link ideas across paragraphs, a range of figurative devices to develop setting, character and atmosphere and develop characters through description, action and dialogue.</p> <p>In <b>Maths</b>, we will explore volume. This will include understanding what cubic centimetres are, comparing volumes of shapes as well as using our estimation skills to estimate accurately volume and capacity.</p> <p>In <b>Science</b>, we will continue our unit of work on animals including humans. We will explore the enquiry question of 'What Happens to Us During Puberty?' We will introduce the children to puberty from a scientific perspective. We will look at physical and emotional changes that occur during puberty. Children will categorise changes according to whether they happen to males or females, understand that scientists classify in this way to help them understand how living things work and look at similarities and differences.</p> <p>In <b>Art</b>, we will be learning about surrealism, exploring Leonora Carrington as our artist of inspiration. We will also explore the work of Man Ray in comparison, noticing similarities and differences. Children will use watercolour paint to create pieces of art of surreal animals and landscapes. Children will explore using appropriate brush strokes, demonstrate a secure knowledge of primary, secondary, warm, cold, complimentary, and contrasting colours and experimenting with tone and tints to enhance the mood of the piece.</p> |
| <p>Wk 6</p> <p>Monday 7<sup>th</sup> July</p>  | <p>In <b>English</b>, we will use our core text of <i>The Boy at the Back of the Class</i> to write a narrative about a refugee's journey to the UK. Children will create their character, their backstory and explore their emotions on their journey. Children will explore using coordinating conjunctions in a compound sentence, adverbials to link ideas across</p>  |

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| <p><b>Thursday 10<sup>th</sup> July – Exhibition Evening</b></p>   | <p>paragraphs, a range of figurative devices to develop setting, character and atmosphere and develop characters through description, action and dialogue.</p> <p>In <b>Maths</b>, we will revisit our work on multiplication and division focussing on factors, multiplies, the written methods of multiplying by 1- and 2-digit numbers and using short division to divide a 4-digit number by a 1-digit number. We will also revise our work on fractions; finding equivalent, converting between a mixed and improper fraction and adding and subtracting fractions.</p> <p>In <b>Science</b>, we will continue our unit of work on animals including humans. We will explore the enquiry question of ‘What Can the Size of Animals Incl. Humans Tell Us About Gestation Periods?’ Children will learn about the gestation period of humans and investigate the gestation periods of other animals.</p> <p>In <b>RWE</b>, we will be looking at the question of ‘Why are some journeys and places special?’ We will explore this through Christianity and Islam.</p> |
| <p>Wk 7<br/>Monday 15<sup>th</sup> July</p> <p><b>Friday 18<sup>th</sup> July- End of school year.</b></p>   | <p>In <b>English</b>, we will be revising all the skills in year 5 to write about our hopes and dreams in year 6.</p> <p>In <b>Maths</b>, we will revisit our work on multiplication and division focussing on factors, multiplies, the written methods of multiplying by 1- and 2-digit numbers and using short division to divide a 4-digit number by a 1-digit number. We will also revise our work on fractions; finding equivalent, converting between a mixed and improper fraction, and adding and subtracting fractions.</p> <p>In <b>Science</b>, we will finish our unit of work on animals including humans. We will revisit and assess the substantive knowledge from previous sessions this term.</p> <p>In <b>RWE</b>, we will be looking at the question of ‘Why are some journeys and places special?’ We will explore this through Christianity and Islam.</p>  |
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| <p style="text-align: center;"><b>Wider Curriculum</b></p> <p>In <b>Reading (DR)</b>, the children will use our core text of <i>The Boy at the Back of the Class</i> to explore the reading skills of prediction, inference, questioning, clarifying, summarising and evaluating.</p> <p>In <b>Music</b>, the children will be learning about the musical style of Rock &amp; Roll.</p> <p>In <b>PE</b> lessons with the class teacher, the children will do hockey. The children will focus on demonstrating in using the equipment safely, use different passes, to be able to shoot with control and accuracy, dribble with control while also changing direction, be able to choose appropriate tactics for both attacking and defending and show an understanding of different positions and the rules of hockey. We will also use time nearer the end of the term to focus on sports day preparation. With PE staff, children will be doing a combination of cricket and rounders. Children will learn to throw and bowl in different ways, play shots that allow the ball to be hit in different areas of the field, enhance their fielding by catching, retrieving, and intercepting the ball as well as tactics when both batting and bowling. Furthermore, the children will engage in competitive full games of rounders. Swift Class will be swimming.</p> <p>In <b>Computing</b>, we will develop our knowledge of how ‘selection’ and ‘conditions’ can be used in programming. Children will use Scratch to design a quiz.</p> <p>In <b>PSHE</b>, we will be covering the <b>Relationship</b> unit where we learn about the different relationships we have with our friends, family and communities (including staying safe online), and how these relationships change as we grow.</p> <p>In <b>French</b>, we will be learning how to talk about the Olympics. The children will listen to longer passages in French and aim to decode parts to learn facts about the Olympics.</p> |  |

### **Supporting Learning at Home**

Please make sure that you spend time reading with your child at home. As well as listening to your child read, we recommend reading aloud to your child as a regular story time session. Please help your child practise their weekly spellings and help them practise their number bonds and/or times tables. Homework is set on Fridays and is due on Wednesdays. You may wish to use this overview to see what your child is learning each week so that you can discuss this learning with your child at home.