Y5 Summer Term Curriculum Overview

English - Our Wonderful North East!	
Subject skills: ● Read whole novels which are structured in different ways and are of different genres. ● Discussing understanding and exploring the meaning of words in context. ● Making inferences about a character based on their actions, the things they say and how they're described. ● Justifying thoughts/opinions by carefully selecting evidence from a text. ● Make predictions based on details stated and implied, justifying them in detail with evidence from the text. ● Discuss the language used by authors to create a specific effect. ● Consider, when planning narratives, how authors have developed characters and settings. ● Proofread work to assess the effectiveness of their own writing. against criteria and to make necessary corrections and improvements. ● Describe settings, characters and atmosphere to enhance mood, clarify meaning and create pace. ● Extend their personal writing using an appropriate and consistent style. ● Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience.	*Kingdom By The Sea* - Robert Westall (Fiction) *Newcastle At War 1939 - 1945* - Craig Armstrong (Non-Fiction) *Favourite Poems of the Sea* - National Trust (Poetry) Pupils will have the opportunity to develop their knowledge about: ● The North East during WWII. ● Factual accounts from WWII. ● How authors build setting and description. ● How a writer creates and sustains a character. ● Comparing characters within a novel. ● How to infer and deduce using 'point', 'evidence'. ● The North-Eastern 'Geordie' dialect. ● The difference between informal and formal writing. ● Figurative language. ● Using dialogue to advance action within narratives. ● How to write in the style of an author. ● Writing factually - non-chronological reports, writing to inform. ● How to plan a sequel to a story they have read. ● Research skills and note-taking. ● How to craft their own poems, modelled on others. <u>Vocabulary and grammar</u>: pupils will have the opportunity to develop their knowledge about: ● Extending their sentences using a wide range of conjunctions and clauses. ● Using the full range of taught punctuation accurately and for effect. ● Using dashes and brackets to show parenthesis. ● Accurately using apostrophes. ● Recognising indirect and direct speech and using inverted commas to demarcate speech correctly.

	● Identifying and using a relative clause. ● Clarifying meaning or avoiding ambiguity by using commas. ● Integrating modal verbs to indicate degrees of possibility.
Maths	
Subject skills: **Number - Decimals** ● Multiply and divide whole numbers and decimals by 10, 100 and 1000. ● Solve problems involving numbers up to three decimal places. ● Use all four operations to solve problems involving measure. **Geometry - Properties of Shapes** ● Estimate and compare acute, obtuse and reflex angles. ● Draw angles and measure them in degrees. ● Use the properties of rectangles to deduce related facts and find missing lengths and angles. ● Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. **Geometry - Position and Direction** ● Identify, describe and represent the position of a shape following a reflection. **Measurement - Converting Units** ● Convert between different units of metric measure. ● Understand and use approximate equivalences between metric units and common imperial units. ● Use all four operations to solve problems involving measure. ● Solve problems involving converting between units of time. **Measurement - Volume** ● Estimate volume and capacity.	Subject knowledge: **Number - Decimals** ● Know strategies to solve problems involving decimals.\ **Geometry - Properties of Shapes** ● Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. ● Identify angles at a point and one whole turn (360 degrees) ● Identify angles at a point on a straight line and ½ a turn (total 180 degrees). ● Identify other angles that are multiples of 90 degrees. ● To be able to distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ● Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. **Geometry - Position and Direction** ● Know the appropriate language to describe reflection and translation. ● Know that after a translation the shape has not changed. **Measurement - Converting units.** ● Know the equivalences between different units of metric measure. ● Know the approximate equivalences between metric units and common imperial units. ● Know strategies to solve problems involving measure and time. **Measurement - Volume** ● Know the formula to calculate the volume of a cuboid. ● Know that capacity is how much something holds.
Science	
Subject skills: **<u>Animals including humans.</u>** ● With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences.	Subject knowledge: **<u>Animals including humans.</u>** ● The stages of development that occur as humans develop to old age. ● Basic structure and function of male and female reproductive systems.

● Explore and talk about their ideas, raising different kinds of scientific questions. ● Independently group, classify and describe living things and materials. ● Decide how to record data from a choice of familiar approaches. ● Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs. ● Notice patterns. ● Draw conclusions based in their data and observations. ● Use their scientific knowledge and understanding to explain their findings. ● Read, spell and pronounce scientific vocabulary correctly. ● Identify patterns that might be found in the natural environment. ● Look for different causal relationships in their data. ● Independently report and present their conclusions to others in oral and written forms. ● Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. **<u>Earth and space</u>** ● With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences. ● With increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions. ● Explore and talk about their ideas, raising different kinds of scientific questions. ● Ask their own questions about scientific phenomena. ● Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs. ● Notice patterns. ● Draw conclusions based in their data and observations.	● The physical and emotional changes that take place for males and females (biological gender / genotype) during puberty. ● Changes in hormone levels are responsible for changes during puberty. ● The changes that occur during ‘old age’. ● Gestation period and life expectancy varies for different mammals. **<u>Earth and space</u>** ● The movement of the Earth, and other planets, relative to the Sun in the solar system. ● The movement of the Moon relative to the Earth. ● The Sun, Earth and Moon are approximately spherical bodies. ● The idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

● use their scientific knowledge and understanding to explain their findings. ● Read, spell and pronounce scientific vocabulary correctly. ● Identify patterns that might be found in the natural environment. ● Look for different causal relationships in their data. ● Independently report and present their conclusions to others in oral and written forms. ● Use primary and secondary sources evidence to justify ideas. ● Identify evidence that refutes or supports their ideas. ● Recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact. ● Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. ● Talk about how scientific ideas have developed over time.	
Art	
Subject skills: ● Use HB, 2B and 4B to create light and dark tones. ● Make a 'view finder' and use it to make a sketch of a section of a surface. ● Shade 'mid-tone', joining areas of dark and light tone. ● Turn a 2-D shape into a 3-D object. ● Use perspective in a landscape drawing. ● Use a single vanishing point to draw a cuboid. ● Evaluate finished pieces. ● Use tools and equipment with accuracy when manipulating clay. ● Organise setting up and clearing away of workstation.	Subject knowledge: ● Understand the term, 'still life' and know that a still life painting usually features objects that are not alive. ● Figurative painting usually features figures (humans and animals). ● Understand the term, 'naïve art' and characteristics of the genre. ● Know some of the work and style of Oliver Jeffers, Henri Rousseau, Richard Dadd. ● The artwork of Cumbrian artist Susan Lincoln and identify the key visual trademarks she uses in her artwork to represent real world objects. ● The correct consistency of clay.
Computing	
Subject skills: **Programming** (moved from Spring term to Summer term) Pupils will start their programming journey in the wonderful world of Scratch. ● Create basic programs in scratch. ● Create algorithms. ● Use conditional statements in their programs. ● Manage sound and art assets.	Subject knowledge: ● How to log into Scratch. ● How to save work in Scratch correctly. ● Key terminology such as Loops, Conditional Statements, Event Triggers, Algorithm, Global and Local Variables. ● Real world examples conditional statements, loops and event triggers.

● Use control and event triggers to interact with an algorithm. ● Create and use variables in programs. ● Use Game Design Theory to develop entertaining and challenging games.	● How to comment programming to aid code legibility and development. ● How to use naming conventions to create variables. ● Cartisian Coordinates. ● Improving pupils' use of google search for image assets.
Design Technology – Pop-Up Cards	
Subject skills: ● Able to recognise what has been done well and how to improve. ● Recognise and be aware of safety hazards in a workshop. ● Draw and label design ideas. ● Prepare and use correct tools and equipment. ● Research and develop a design idea. ● Measure and mark accurately. ● Use a ruler correctly and with accuracy. ● Use scissors to cut accurately. ● Practise and develop their skills using compasses and scissors. ● Understand how to follow a work plan. ● Develop their own ideas for designs.	Subject knowledge: ● Work plans. ● The design processes. ● Paper engineering techniques. ● How to write a critical evaluation.
Food Technology – Introduction to Food	
Subject skills: ● Select from and use a wide range of tools and equipment to perform practical tasks. ● Use knowledge of ingredients to adapt recipes. ● Prepare some simple recipes including healthy salads. ● Evaluate their ideas and products against their own design criteria. ● Using a knife safely.	Subject knowledge: ● How to work safely and hygienically with food. ● The names of some basic equipment. ● A healthy diet using the Eatwell Guide.
Geography – How is our local area used?	
Subject skills: ● Find key features and land uses on an aerial photograph. ● Analyse a vertical area photo. ● Able to locate different types of settlement around Ovingham.	Subject knowledge: ● Land use in and around Prudhoe. ● Major industries in our local area. ● Reasons why local industry has changed over time.

● Explain why those settlements are in the places they are. ● Compare local prices of residential buildings to national figures. ● Explain how the physical features contribute to land use. ● Use data to plot and draw a climate graph. ● Interpret climate data. ● Interpret rainfall and temperature data of the local area. ● Compare a plan with an OS map and satellite images on Google Earth.	● The term 'residential building'. ● Different types of residential building. ● Physical features of the Tyne Valley. ● The term 'port' and how it functions. ● Main UK imports and exports. ● How the UK is linked to the rest of the world.
History – The Windrush Generation	
Subject skills: ● Demonstrate understanding of different cultures and societies. ● Identify Change and Continuity through primary and secondary source material: Life pre and post war in the Caribbean. ● Identify Change and Continuity through primary source material: how the Windrush Generation has impacted Britain. ● Demonstrate knowledge by describing a range of significant individuals and events from the period studied. ● Outline significant historical changes within the period studied. ● Deepen the ability to ask effective questions about historical sources. ● Select, organise, and communicate information about the period through a variety of mediums and forms. ● Deepen the ability to compare and contrast effectively in order to come to sound and justified evaluations.	Subject knowledge: ● Who are the Windrush Generation? ● Where does the Windrush community come from? ● What was life like in the Caribbean before and after WW11? ● Why did the Windrush Generation migrate to the UK? ● What were the experiences of Caribbean people upon their arrival in Britain? ● What contributions did the Windrush Generation make to British society? ● What types of discrimination and racism did the Windrush Generation face? ● What was the Windrush scandal and how did it impact the Windrush Generation? ● Why is it important to celebrate diversity and respect other cultures?
Modern Foreign Languages	
Subject skills: ● Pick out familiar words and phrases from sentences/spoken passages or written text. ● Identify and understand cognates in spoken French. ● Recognise the gender of nouns. ● Begin to identify individual phonic sounds within spoken French and attempt to repeat sounds or words with the appropriate pronunciation and intonation. ● Show understanding through repetition or joining in with conversations, songs, poems and rhymes.	Subject knowledge: ● Name different food items. ● How to express basic opinions about food. ● Vocabulary linked to family members. ● How to talk about their own family. ● Animal names. ● How to describe animals. ● The names of places in town.

● Use tone of voice, body language or other visual clues to aid understanding. ● Prepare and practise some simple sentences to present to an audience. ● Adapt familiar sentences by changing a few words to say or write short, simple responses to spoken and written language. ● Use a bilingual dictionary (with guidance) and/or a vocabulary list to check the meaning of words and check spellings. ● Begin to use some connectives to extend sentences and make writing more interesting. ● Begin using familiar adjectives to extend their writing.	● How to recognise some simple directions. ● How to talk about where they live. ● The fairy tale stories: 'La Chenille qui fait des trous' and 'Boucle d'Or et les trois ours.'
Music	
Subject skills: **Performing** ● Use tuned instruments. ● Explore music from WW2 through performance. ● Singing as part of a group. ● Singing in parts. ● Singing with confidence. **Listening and Appraising** ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Explain how music makes you feel. ● Increase familiarity with a wide range of music and songs from a range of cultures and traditions.	Subject knowledge: ● History of music during WW2. ● How to play a piece of music from WW2 following musical notation. ● How to use critical analysis when listening to music. ● Explain music using DRSMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, Harmony).
PE	
Subject skills: **Athletics** ● Perform a standing long jump correctly. ● Perform a long jump with a short jump up and a high jump over a bar using scissor kick technique. ● Demonstrate the correct grip when holding equipment. ● Demonstrate the difference between sprinting and longer distance running. ● Perform a 5 x 80m demonstrating a correct baton change on the track. ● Pass and receive a relay baton in a stationary position.	Subject knowledge: **Athletics** ● Safety rules in athletics activities. **Rounders** ● How to hold a bat and the different fielding positions in a rounders game. ● The rules of a 9-a-side rounders game. **Cricket** ● How to hold a cricket bat correctly. ● How to bowl correctly.

Rounders ● Throwing and Catching - underarm and overarm, one and two handed with some accuracy. ● Batting skills - demonstrate holding a bat correctly. ● Demonstrate good fielding skills, focusing on positions on the posts. ● Demonstrate understanding of the rules of a 9-a-side game. **Cricket** ● Throw and catch the ball with a partner over a distance of 4m. ● Demonstrate a basic bowling action. ● Hit a non-moving ball to a target area. ● Batting, bowling, throwing and catching with some control. **Tennis** ● Drop a ball on the racket and hit it to a partner. ● Perform a forehand and backhand shot. ● Explain basic rules of tennis. ● Demonstrate a basic grip. ● Hit a ball that you have bounced to a partner. ● Play a half-court singles match.	● Understand basic fielding positions and rules in diamond and pairs cricket. **Tennis** ● How to hold a racquet correctly. ● Understand the basic rules of a singles match.
PSHE	
Subject skills: ● Reflect on the importance of being there for others in good times and bad. ● Develop strategies for solving arguments between friends. ● Describe the best strategies to use in specific case studies to overcome peer pressure. ● Ask questions to clarify understanding. ● Participate effectively in group and class discussion. ● Identify key parts of the human body correctly. ● Describe different ways to get support emotionally during puberty.	Subject knowledge ● The reasons why we have laws. ● Define hate crime and understand why it happens. ● What makes a good friend? ● How the rules surrounding manners and social etiquette can vary depending on social context. ● Feeling left out. ● How to stay friends. ● Peer Influence ● The concept of puberty and changes that happen to the body. ● The external and internal changes that happen to the body during puberty, including menstruation and wet dreams. ● The importance of personal hygiene and ways to manage some of the physical changes that occur during puberty including the different products that can be used. ● Emotional changes during puberty, and, where pupils can find help and support for the physical and emotional changes

	experienced.
RE	
Subject skills: **Christians and how to live: What would Jesus do?** ● Identify features of Gospel texts (for example, teachings, parable, narrative). ● Suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. ● Make clear connections between Gospel texts, Jesus' 'good news'. ● Make connections between Christian teachings (e.g., about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. ● Articulate their own responses to the issues studied, recognising different points of view. **Thematic: What matters most to Humanists and Christians?** ● Identify and explain beliefs about why people are good and bad. ● Make links with sources of authority that tell people how to be good. ● Make clear connections between Christian and Humanist ideas about being good and how people live. ● Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. ● Raise important questions and suggest answers about how and why people should be good. ● Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	Subject knowledge: **Christians and how to live: What would Jesus do?** ● How Christians live in the Christian community and in their individual lives. ● Jesus' teaching about the two greatest commandments. ● Sermon on the Mount: Matthew 5-7. ● The Centurion's Servant: Luke 7:1 - 10. ● Ways in which Christians use Jesus' words as their foundations for living. ● The common components of Christian prayer. ● The work of Christian Aid in trying to bring justice. ● The role of the Roman Catholic Church. ● Community Peacemaker Teams. ● The work of Desmond Tutu. **Thematic: What matters most to Humanists and Christians?** ● Humanist 'code for living'. ● Meanings of some big moral concepts: fairness, freedom, truth, honest, kindness, peace. ● Christian codes for living. ● The Good Samaritan (Luke 10:25-37). ● Similarities and differences between Christian and Humanist values.