



SJS Year 5 Curriculum Overview – Summer Term		
<p>Reading The Explorer Five Children and It</p>	<p>Writing Playscripts Dialogue in narrative (first person myths and legends) – builds on CUSP Ancient Greeks and Maya Balanced argument – builds on properties of materials Biography – builds on CUSP famous modern scientists Poems which explore form</p>	<p>Spelling Statutory word list Word endings -cial, -tial Word endings -cious, -tious Statutory word list Homophones Word endings -ant, -ance, -ancy, -ent, -ence, -ency Etymology – micro, ject, vac, ambi/amphi/vis/vid, sol (alone)</p>
<p>Maths Geometry – Shape (3 wks.) Geometry – Position and Direction (2wks.) Decimals (3wks.) Numbers – negative numbers (1 wk.) Measures – Converting Units (2 wks.) Measures – Volume (1 wk.)</p>		<p>Maths – Key Knowledge Acute, obtuse, right angle, measure equivalence (refer to progression grid), Understand negative numbers, reinforce knowledge: $\frac{1}{4} = 0.25 = 25\%$ $\frac{1}{2} = 0.5 = 50\%$ $\frac{3}{4} = 0.75 = 75\%$ $\frac{1}{5} = 0.2 = 20\%$, coordinates, reflection, translation</p>
<p>History Comparison study – Maya and Anglo-Saxons Where did the Maya live? What were the significant events in the Maya’s history? What were Maya city states like? City-state study – Tikal, Palenque or Chichen Itza What did the Maya invent? What happened to the Maya city-states? Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya Vocabulary – population, famine, descendant, declining, citizen, native, deforestation, codex, sacrifice, astronomy, warrior, polytheistic</p>	<p>Geography OS maps and fieldwork Remember: what are OS maps and how do we use them? What are four and six figure grid references? What are contour lines? What does the land look in my local area? What is the land like in a contrasting locality? Vocabulary – contrast, intersect, slope, solar farm, turbine, undulating, coordinates, contour line, eastings, northings, plateau, terrain</p>	<p>Science Living things and their habitats Life cycle differences – what’s the difference between a mammal and an amphibian? Life cycle differences – what’s the difference between an insect and a bird? What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird? Summer birds – who was Maria Merion and what did she do? The science of life - how do living things reproduce? Plants and animals: what’s the life process of reproduction? Vocabulary – deduce, process, re-form, transform, adolescence, contrast, embryo, sexual, metamorphosis, incubate, biochemical, fertilisation</p> <p>Revisit Living things and their habitats Life cycles: what’s the difference between an insect and an amphibian? What is similar and what is different between the life cycles of an insect and an amphibian? Remember plants: what’s the process of reproduction?</p>
<p>Design Technology Structures Know engineers use a range of methods to strengthen and reinforce structures Be able to identify and describe ways that frames are strengthened and reinforced</p>	<p>Art Painting Know different effects can be achieved with watercolour paint Select materials to create specific marks using watercolour paint</p>	<p>Computing Vector Drawing (PPA) To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers</p>

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<p>Vocabulary – brace, mitre, gussets</p> <p>Mechanisms Know types of gears and terminology relating to gears Know common uses of pulleys and gears Know how pulleys and gears can change the direction of movement Design and make products that use pulleys and gears to lift loads Evaluate the success of their outcomes and recommend improvements Vocabulary – gear train, driver gear, idler</p>	<p>Vocabulary –warping, spritz, absorb</p> <p>Creative Response Know there are a series of steps in the creative process Know mediums can be combined to create texture Refer to previous knowledge and skills to make creative choices Apply and refine printmaking and collage techniques Vocabulary – illumination, incubation, process</p>	<p>To group objects to make them easier to work with To apply what I have learned about vector drawings Vocabulary – vector drawing, resize, select, group, ungroup</p> <p>Selection in Quizzes (PPA) To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program Vocabulary – outcomes, conditional statement (the linking together of a condition and outcomes), implement, run, outcome</p>
<p>PE</p> <p>Health Related Exercise Be able to complete fitness assessments and participate in circuits that will develop their fitness. Understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. Develop life skills such as encouragement and responsibility as they encourage their partners through the circuits. Develop life skills such as self motivation, resilience and integrity as they strive to improve their own performances. Vocabulary - cardiovascular system, strength, flexibility, fitness, circuits, fitness assessment</p> <p>Tag Rugby Develop their passing and moving skills to outwit their opponents and keep possession of the ball. Explore how we tag an opponent. Apply an understanding of where, when and why we pass and move, in order to score a try. Understand the importance of tagging. Develop life skills such as cooperation and communication as they collaborate with others including their opponents. Apply their skills with developing confidence as they grow in their ability to show resilience and self motivation. Vocabulary - attacker, defender, possession, dodge, try, tagging, ball carrier</p> <p>Problem Solving Be able to pass, move and shoot accurately and consistently. Be able to switch fluidly between attack and defence as possession changes. Be able to think tactically and suggest good ideas for completing the challenges. Develop communication skills as they officiate in game based scenarios. Start to lead their team and manage their games. Apply effective leadership skills as they control their own emotions and take responsibility for their team members. Vocabulary - communication, tactics, teamwork, strategy, adapt, listening, support</p> <p>Rounders</p>	<p>PSHE</p> <p>Relationships I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing a game online I can recognise when I am spending too much time using devices I can explain how to stay safe when using technology to communicate with my friends. Vocabulary - Self-worth, Self-love, gambling, grooming.</p> <p>Changing Me I am aware of my own self-image and how my body image fits into that I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys’ and girls’ bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities I can identify what I am looking forward to when I move to my next class Vocabulary - Penis, vagina, puberty, period, conception, hormones</p>	

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<p>Be able to apply refined fielding skills, (accurate throwing, catching and retrieving skills) will be in order to prevent the batters from scoring. Apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play. Work positively with their team members to find success demonstrating effective collaborative skills, leading their team. By facilitating learning through game situations, be challenged to always try their best, even when they find it difficult and when their team is losing. Vocabulary - <i>tactics, fielder, bowling, batting and bowling square, no ball, out</i></p>	
<p>Performing Arts Life on Earth – BBC Ten Pieces (music) I can sing, in solo and in groups, accurately, fluently, with control and expression. I can improvise music for a range of purposes. I can compose music for a range of purposes, using pitch, duration, tempo, texture, timbre and dynamics. I can use a range of notations, including staff notation. I can listen to a musical phrase and repeat it back using my voice or an instrument, with attention to details I can listen and provide constructive feedback to the compositions of my peers.</p> <p>Beowulf (Drama) I can explore proxemics and physicality during the rehearsal process I can use process drama (hot seating, conscious alley) to develop a piece with adult support I can collaborate with a range of people I can organise and use rehearsal time effectively I can project my voice and use expression to convey emotion I can use physicality to communicate character to the audience. I can discuss my likes and dislikes using technical vocabulary. I can give development points to support/ improve my work and the work of others.</p>	<p>RE Christianity What is the great significance of the Eucharist for Christians? I can define the term Eucharist and the difference between thankful and thanksgiving I can explore and recall the bible story the Eucharist is based upon I can describe the significance of the Eucharist for Christians Vocabulary: <i>Eucharist, Thankful, communion, bible, gospel</i></p> <p>Buddhism How did Buddha teach his followers to find enlightenment? I can define and use the term enlightenment effectively I can explain how Buddha got his title I can describe how Buddha's teachings helped his followers find enlightenment Vocabulary: <i>Enlightenment, Buddha, Noble Truth, Dharma</i></p>
<p>French Begin to read and understand the main points and some of the detail in short written texts. Start to use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. With support, read and understand the main points and opinions in written texts from various contexts. Show confidence in reading aloud, and in using reference materials. Understand the main points and opinions in spoken passages. Give a short, prepared talk that includes opinions with support. Take part in conversations to seek and give information. Vary language and start to produce extended responses.</p>	