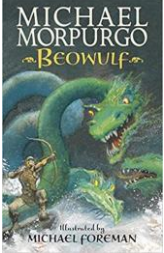






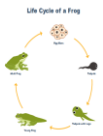








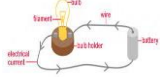

Curriculum Information - Year 5 - Summer Term

English	Narrative - Beowulf	
Class Texts	Poetry linked to the Vikings - Drapas	
Reading	<p style="text-align: center;">Explanation</p> <p>In Reading Children will:</p> <ul style="list-style-type: none"> Read and enjoy a growing repertoire of texts, both fiction and non-fiction Identify how language, structure and presentation contribute to meaning of a text Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Provide reasoned justifications for views Read and recite age-appropriate poetry which has been learned by heart Make comparisons within and across texts Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions 	
Writing	<p>In writing children will:</p> <ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots Guide the reader by using a range of organisational devices, including a range of connectives Choose effective grammar and punctuation Ensure correct use of tenses throughout a piece of writing Note, develop and research ideas Plan, draft, write, edit and improve Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets and parenthesis. 	
RE	<p>Easter:</p> <p>In this unit the children will:</p> <ul style="list-style-type: none"> Know that the Easter Vigil is the Church Celebration of the Resurrection of Christ. Know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil. Discuss the importance of Christian belief in eternal life. <p>Pentecost:</p> <p>In this unit the children will:</p>	

	<ul style="list-style-type: none"> • know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit. Know that the Holy Spirit is included in the Church's belief in the Holy Trinity. Discuss some of the qualities of the Holy Spirit. <p>Miracles and Sacrament of the sick: In this unit the children will:</p> <ul style="list-style-type: none"> • Know a number of miracles of Jesus and identify how his actions brought change to people's lives. • Know about some places of pilgrimage and prayer for the sick. • Understand that the Sacrament of the Sick is an important celebration for those who are ill. <p>Marriage and Holy Orders: In this unit children will:</p> <ul style="list-style-type: none"> • Know that Marriage and Holy Orders are Sacraments of Commitment. • Recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons. • Explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church. 	  
<p>Maths</p>	<p>Decimals In this unit children will:</p> <p>add and subtract decimals with the same number of decimal places.</p> <p>Multiply decimals by 10, 100 and 1000.</p> <p>Divide decimals by 10, 100 and 1000.</p> <p>Measurement In this unit children will:</p> <p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>solve problems involving converting between units of time .</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>estimate volume.</p>	

	<p>Geometry</p> <ul style="list-style-type: none"> • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (°) • use the properties of rectangles to deduce related facts and find missing lengths and angles • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and 1/2 a turn (total 180°) • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	
<p>Science</p>	<p>Working Scientifically Children will:</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments <p>Animals, including humans Children will:</p> <ul style="list-style-type: none"> • Create a timeline to indicate stages of growth in humans. <p>Living things and their habitats Children will:</p> <ul style="list-style-type: none"> • know the life cycle of different living things, e.g. mammal, amphibian, insect and bird. • know the differences between different life cycles. • know the process of reproduction in plants. • know the process of reproduction in animals. 	<p>SCIENCE</p>  
<p>History</p>	<p>The Vikings Children will:</p> <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Use sources of evidence to deduce information about the past. • Know that the Anglo Saxons and Vikings were often in conflict. • Use a timeline to show when the Vikings raids started. 	

	<ul style="list-style-type: none"> • Know why the Vikings often overpowered the Anglo Saxons • Show on a map where the Vikings came from and where they invaded our country. • Know that many Vikings came to our country as peaceful farmers. 	
Geography	<p>Deserts in North America</p> <p>Children will:</p> <p>Know what is meant by biomes and what the features of a specific biome are.</p> <ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world. • Know the names of and locate some of the world's deserts using an atlas. 	
Music	<ul style="list-style-type: none"> • Dancing in the street • Motown • Reflect, rewind and replay • Western classical music 	
Computing	<p>Purple Mash</p> <p>Modelling</p> <p>Children will:</p> <p>Design and create a range of programs, systems and content that accomplish given goals.</p> <p>Use technology to control an external device (dependent on ability to explore 3D printing).</p> <p>Concept maps</p> <p>Children will:</p> <p>Present data that is collected in a way that makes it easy for others to understand.</p> <p>Use a range of software to investigate real life problems and create content which presents data to accomplish given goals.</p>	
PE	<p>Athletics:</p> <p>Children will:</p> <ul style="list-style-type: none"> • Use knowledge of the body & exercise to improve fitness. • Utilise new skills in competitive situations. • Utilise knowledge of technique to perform at an optimum level in types of run, jump & throw <ul style="list-style-type: none"> • Invasion Games: <ul style="list-style-type: none"> • Children will: <ul style="list-style-type: none"> • Field, defend & tactically by anticipating direction of play. • Utilise knowledge of technique to perform at an optimum level. 	

<p>Art</p>	<p>Digital Art Children will:</p> <ul style="list-style-type: none"> • practice showing emotion in objects by using colour wheel • identify features of emotion in artwork and apply through photography • evaluate the effect of emotion in photographs • use contrast, brightness and overlaying features to a photograph • use a range of mixed media to create a final piece conveying a particular emotion 	
<p>Design and Technology</p>	<p>Complex Electrical Systems Children will:</p> <ul style="list-style-type: none"> • I come up with a range of ideas after collecting information from a range of sources. • use a range of tools and equipment competently. • suggest alternative plans: outlining the positive features and draw backs. • explain how a product will appeal to a specific audience. • evaluate appearance and function against original criteria. 	
<p>PSHE</p>	<p>TEN:TEN Children will:</p> <ul style="list-style-type: none"> • Physically becoming an adult is a natural phase of life. • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! • Pressure comes in different forms, and what those different forms are; • There are strategies that they can adopt to resist pressure. • Understand what consent and bodily autonomy means; • Discuss and reflect on different scenarios in which it is right to say 'no'. • Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • How to use technology safely. • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • How to report and get help if they encounter inappropriate materials or messages. • To judge well what kind of physical contact is acceptable or unacceptable and how to respond. • That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. 	

- Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.
- Learn how to make good choices about substances that will have a positive impact on their health.
- Know that our bodies are created by God, so we should take care of them and be careful about what we consume.
- The recovery position can be used when a person is unconscious but breathing.
- DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

We will also continue the MindUp curriculum learning how to understand different perspectives, expressing gratitude and taking mindful action in the world.