

Year 5 Summer 1 - Great Greeks

English	English
<p><u>Odysseus' Adventures Continued</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart – in guided reading preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience – in guided reading understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views explain and discuss their understanding of writing that they have listened to, via discussion and written analysis 	<p><u>Writing</u></p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p><u>Composition:</u></p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform compositions (created and given) using appropriate intonation, volume and movement so that the meaning is clear <p><u>Vocabulary, Grammar and Punctuation:</u></p> <p>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or

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Handwriting

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Spelling:

Learn spellings from the Y3-4 and Y5-6 spelling lists from POS

The children will be taught a range of spelling rules from the National Curriculum, and the planning will reflect the needs of the students and the genres.

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

- with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
 - using brackets, dashes or commas to indicate parenthesis
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Maths

Previous learning will be reviewed and revised through starting activities, quizzes and assessments.

Geometry – properties of shape

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- identify:
- angles at a point and one whole turn (total 360o)
- angles at a point on a straight line and 2
- 1 a turn (total 180o)
- other multiples of 90o
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Positioning

History

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will address and devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Pupils will study Greek life and achievements and their influence on the western world. Children will learn:

- to learn about the contribution made by Greek scholars
- to know what is meant by democracy
- to learn about Ancient Olympic Games
- to use a variety of artefacts to learn about the past – Homer's Odyssey

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- Read and plot co-ordinates
- Problem solve with co-ordinates
- Translation
- Translation with co-ordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines

Decimals

- Add and subtract decimals across 1
- Subtract decimals
- Add/subtract decimals with differing amounts of decimal places
- Strategies for add/subtract decimals
- Decimal sequences
- Multiply and divide by 10,100,1000
- Multiply and divide decimals – missing values

Negative Numbers

- Understand negative numbers
- Count through 0 in ones
- Count through 0 in multiples
- Compare and order negative numbers
- Find the difference

Converting units

- Kilograms and kilometres
- Millimetres and millilitres
- Convert units of length
- Convert metric and imperial
- Convert units of time
- Calculate with timetables

Volume

- Cubic centimetres
- Compare volume
- Estimate volume
- Estimate capacity

Computing

iCompute: iCrypto

Art and Design

Pupils will learn:

- to create sketch books to record their observations and use them to

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- To understand that messages can be sent and received secretly
- To understand that signalling is a form of communication
- To understand that data can be communicated as binary
- To encode and decode messages using a simple shift cipher
- To understand the algorithm of a simple cipher
- To understand the importance of cryptography historically

iCompute: iSafe

- Re-cap of iSafe module
- Staying safe online
- Keeping personal information private
- Online communication and bullying

review and revisit ideas

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials –
- Creating poem portraits
- Creating self-portraits
- Observing changes to subject matter over time
- Mixed media portraits

Science

Cycle of Life

Scientific Enquiry Skills:

- ✓ Observation over time
- ✓ Pattern seeking
- ✓ Identifying, classifying and grouping
- ✓ Comparative and fair testing
- ✓ Research using secondary sources
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

- recording data and results of increasing complexity using scientific diagrams and labels, **classification keys**, tables, scatter graphs, **bar and line graphs**
- using test results to make predictions to set up further comparative and fair tests

reporting and presenting 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

Science

Pupils will be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- Understand the different ways that plants can be reproduced eg cuttings
- Metamorphosis

(These objectives are separated in several lessons.)

Design Technology	PE
<ul style="list-style-type: none"> Food technology – creating healthy meals Discover, design, build and assess a pop-up book 	<p>Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils will be taught the following through athletics and outdoor adventurous activities:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best
PHSE and SRE	Religious Education
<p><u>Economic Well-being</u></p> <ul style="list-style-type: none"> How to make money last longer/stretch further. How to create a weekly budget Understanding borrowing and loaning Understanding saving and spending The risks around online money transactions Challenging workplace stereotypes Finding a suitable career Understanding the changes experienced during puberty Emotional and physical health during puberty <p><u>Health and Relationship Education</u></p> <ul style="list-style-type: none"> Understanding the changes in our bodies during puberty Understanding menstruation The life cycle of human beings 	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view
Languages	Music
<p>Pupils will learn:</p> <ul style="list-style-type: none"> to explore hobbies linking new vocabulary to English and other languages. To express likes and dislikes and begin to add reasons 	<p><u>South and West Africa</u></p> <ul style="list-style-type: none"> To sing a traditional African song unaccompanied. To be able to use tuned percussion to play a chord progression.

	<ul style="list-style-type: none"> ▪ To use vocals or tuned percussion to perform a piece of music as an ensemble. ▪ To be able to play call and response rhythms using percussion instruments. ▪ To be able to create an eight beat break to play within a performance ▪ To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. ▪ To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. ▪ To understand that major chords create a bright, happy sound. ▪ To know that polyrhythms means many rhythms played at once <p style="text-align: center;"><u>Looping and Remixing</u></p> <ul style="list-style-type: none"> ▪ To be able to play a simple looped rhythm from notation. ▪ To create a piece of music from pre-written loops. ▪ To be able to play a melody line accurately fluently. ▪ To select a section of a tune and perform it as a loop. ▪ To be able to combine loops to create a remix. ▪ To know that dance music is usually produced using electronic percussion sounds, and recordings ▪ of the music are played by DJs in clubs or at festivals. ▪ To know that a loop is a repeated rhythm or melody, and is another word for ostinato. ▪ To know that remix is music that has been changed, usually so it is suitable for dancing to.