



Year 5 SUMMER 2021

The Theme of Investigation is 'Making Connections' and our CENTRAL INVESTIGATION is:

Through small actions, everyone can make an impact.

The <i>AtL</i> 's we will show during this investigation are:	We will develop the following <i>SKILLS</i> :	The <i>ACTION</i> we might take is:	We will develop the following <i>PUPIL PROFILE</i> characteristics:
<ul style="list-style-type: none"> • Respect • Curiosity • Appreciation • Empathy 	<ul style="list-style-type: none"> • Critical Thinking • Evaluation • Research • Responsibility 	<ul style="list-style-type: none"> • Making changes to have a positive impact during a pandemic – through small actions everyone can make an impact. 	<ul style="list-style-type: none"> • Caring • Collaborative • Courteous • Courageous • Confident

Mathematics	English	Science	History and Geography
<p>NUMBER: Addition and subtraction, incl. measurement (money)</p> <ul style="list-style-type: none"> • Add and subtract mentally, whole numbers and decimals • Add and subtract whole numbers with up to 6 digits using the formal written method 	<p>We will be using the book 'The Odyssey' as a springboard to our theme on Greek Myths.</p> <p>This sequence of work takes children on an adventure with the greatest of heroes - Odysseus - as he battles great monsters, gods and mortals on his voyage home to Ithaca. Through the sequence children discover</p>	<p>In Year 5 during first half of the Summer term we will be investigating light. We will recognise that light appears to travel in straight lines and use this so that objects are seen because they give out or reflect light into the eye. This will be closely linked with work that we have previously done on the creation of shadows. We will investigate the movement of light off mirrors and plan and</p>	<p>GEOGRAPHICAL SKILLS</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>PLACE KNOWLEDGE</p>

<ul style="list-style-type: none"> Solve multi-step problems involving number and money, deciding which operations to use and why <p>NUMBER: Percentages (including fractions and decimals)</p> <ul style="list-style-type: none"> Know percentage and decimal equivalents of fractions Find percentages of amounts Solve problems involving percentages <p>GEOMETRY: Position and direction</p> <ul style="list-style-type: none"> Recognise where a shape will be after reflection in a line of symmetry Recognise where a shape will be after reflection in two lines of symmetry Reflect a shape using coordinates in the first quadrant Reflect a shape in two lines of symmetry <p>NUMBER: Multiplication and division, incl. measurement (money)</p> <ul style="list-style-type: none"> Use partitioning to calculate $HTO \times TO$ Use the expanded written method of long multiplication to calculate $HTO \times TO$ Estimate and check the answer to a calculation Solve problems involving addition, subtraction, multiplication and division and a combination of these 	<p>multiple reasons to make a speech: to make a proclamation, for persuasive purposes, and for personal reflection. They will write in role as Odysseus himself, as well as record dialogue and their own take on a key scene in the style of the author. Following research into the Greek Gods and a variety of ancient Greek monsters, the children will complete the sequence by writing their own epic adventure story based on their own invented character who encounters multiple trials on their journey home.</p> <p>Reading Comprehension Maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Understand what they read by: - 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</p> <p>Discuss and evaluate how authors</p>	<p>carry out an investigation into the reflectiveness of given materials</p>	<p>Understand geographical similarities and differences through the study of local, national and international places in the world that the pupils feel a connection with.</p> <p>BIOMES</p> <p>Learn about what biomes are and where they are located in the world.</p> <p>Make links between biomes and climate zones.</p> <p>Understand the types of vegetation, plants, climate and animals live in different biomes and how they are adapted to their environment.</p> <p>Complete a biome study and consider how this area should be protected in the future and what affects climate change may have.</p>
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<ul style="list-style-type: none"> • Use all four operations to solve problems involving money using decimal notation, including scaling • Use the formal written method of short division to calculate $\text{ThHTO} \div \text{O}$ (decimal remainder) • Use all four operations to solve problems involving money using decimal notation, including scaling <p>STATISTICS: Charts, graphs and tables</p> <ul style="list-style-type: none"> • Use information presented in a line graph to solve problems • Complete, read and interpret data in tables • Use coordinates and scales to interpret information in time graphs • Interpret data in tables and decide on the best way to present data in graphs 	<p>use language, including figurative language, considering the impact on the reader</p> <p>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</p> <p>Writing (Composition) 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 - using a wide range of devices to build cohesion within and across paragraphs 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</p>		
<p>Art and Design Technology</p>	<p>Computer Science</p>	<p>Music and Drama</p>	<p>PE and Games</p>

<p>Design and Technology – Designing and making a mobile phone case made from felt.</p> <p>During this Felt Phone Case unit, Year 5 will learn how to write their own design criteria.</p> <p>They will design a product with the user in mind thinking about aesthetics and functionality.</p> <p>Annotated designs will be used to communicate ideas as well as step by step plans.</p> <p>The children will learn how to make a paper template and how to sew a running stitch, backstitch, whip stitch and blanket stitch.</p> <p>Finally, when they have made their felt phone case, children will learn how to write a detailed evaluation.</p>	<p>Computer Games – Making a multi-level computer game.</p> <p>For this final term we will be completing two projects. The first will go in depth into coding and game logic that only visual coders like scratch enable us to do in the time we have.</p> <p>We will carefully plan and build a multilevel computer game that has a start screen, score and custom characters.</p> <p>In the second half of the term we will look at Computer Music and will use the computers to sequence and record our own songs.</p>	<p>In Drama we will be forming opinions and views on debates, and how to construct effective answers, including persuasive speaking, research and presentation techniques. The students will also be required to create performances around subject matters that provide a balanced view.</p> <p>In music the students will look at the history of classical music, and how this has developed throughout time. The students will also need to consider the changes and progression that have taken place in instrumental pieces.</p>	<p>This term pupils will be playing cricket and tennis, they will be practising their throwing and catching skills. Also competing in Athletics.</p>
<p>French</p>	<p>PSHEE</p>		
<p>Allons en vacances! (Let's go on holiday!)</p> <ul style="list-style-type: none"> • Booking a holiday in France/a francophone country • Countries & saying 'to' or 'in' a masculine/feminine/plural country • Write a list of things you would need to take on holiday • Rôle-play: There is a problem in your hotel/villa – can you resolve it? • The weather • Activities & sports you might do whilst on holiday • Ordering your own lunch, a drink and an ice-cream, using 'je voudrais' (I would like) 	<ul style="list-style-type: none"> • Sharing and discussing our thoughts and feelings • Working on ways to help support our own and others mental health • The importance of physical exercise on our overall well-being • Demonstrating gratitude, appreciation and positivity during difficult times – small actions having an impact 		

<ul style="list-style-type: none"> • To be able to use a little of the past (perfect) tense to say what you did on holiday • Write a review of your holiday for a blog/friend • Recap of numbers 1 - 31 • Numbers 31 – 100 • T'choupi part en vacances (story : T'choupi goes on holiday) 			
<p>We will take Action from our Tol by:</p> <ol style="list-style-type: none"> 1. Making a choice 2. Acting on our choice 3. Reflecting on our choice 4. Presenting our choice to an audience <p>Our actions will impact, in some way, on the Eco-Schools 17 SDG's</p>			