



YEAR 5 / SUMMER 2

HOW ARE WE CONNECTED TO THE WORLD?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Set challenging goals and work towards these Focus on next steps and acting on feedback to improve Review progress against own targets Know that only our best is good enough</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone Increase responsibilities for year 5 children and introduce Year 5 'Jobs' – reading monitors, classroom helpers, Playground Pals Performing during the Summer production</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on resilience ready for Year 6 Celebrate successes and learning from mistakes Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>No Outsiders – To recognise when someone needs help Assemblies – linked to No Outsiders Year 5 responsibilities – Reading Buddies Adapting behaviours according to environments and audiences – home, school, school visits</p>



ENGLISH	READING	Maintain positive attitudes by reading for a range of purposes Understand what they read by identifying how language, structure, presentation contribute to meaning Make comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve, record and present information from non-fiction
	WRITING	To write a character narrative (to narrate) To link ideas across paragraphs using adverbials To apply modal verbs in writing indicate degrees of possibility Use hyphens to avoid ambiguity
	SPELLING / PHONICS / GPS	Spell and apply verb prefixes re, over dis To know the difference of informal and formal vocabulary when using speech To use and apply formal and informal tone To indicate degrees of possibility using modal verbs and adverbs Know, use and apply rules of inverted commas Complex and relative clause sentences
	SPOKEN LANGUAGE	Know when to use informal and formal language Use formal language (tone and vocabulary) to present to an audience

MATHS	Conversion of Units Area and Perimeter Volume Revision of: Multiplication Division
--------------	--



SCIENCE	<p>Working Scientifically Ask relevant questions and use different types of enquiry to answer Set up practical enquiries, comparative and fair tests Careful and systematic observations, measure using a variety of equipment Gather, record, classify and present data Record findings using a variety of methods</p> <p>Biology – Reproduction in Plants Understand reproduction plants Reproductive parts in plants, male and female Asexual reproduction in plants Pollination Cloning plants: plan, plant, collect results Interpret results</p>
HISTORY	

COMPUTING	<p>Word Processing: To add and edit images to a word document. To know how to use word wrap with images and text. To change the look of text within a document. To add features to a document to enhance its look and usability. To use tables within MS Word to present information. To introduce children to templates. To consider page layout including headings and columns</p> <p>Touch Typing:</p> <ul style="list-style-type: none"> • To introduce typing terminology • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand
GEOGRAPHY	<p>Global Trade A clear definition of trade To know the main exports and imports of the U.K Where we export too What goods are and the main stages of trade such as manufacturing, suppliers, retail. Advantages and disadvantages of global trade on the environment To understand what tariffs are and that trade is a reason why the U.K left the EU.</p>



MFL	<p>The theme of this term is music (and some recapping of sports) To use adjectives and the conjunction because (parce que) to give reasoning for opinions To conjugate the verb 'jouer' and understand the infinitive form of the verb and when it is used To apply previously learnt language to create a song/poem/rap about themselves.</p>	PHYSICAL EDUCATION	<p>To combine and practise quick reaction sprints using an effective crouched sprint start technique To further practise an effective baton changeover technique in standard and shuttle relays, in teams of four, running in straight lines and on an oval track To further refine an effective short approach run using a preferred lead leg to perform the high jump Introduce the triple jump and the correct stepping pattern Improve the over-arm throw of the foam javelin and discuss and compare the effectiveness of lengthening the distance of the approach run Introduce the use of a 'throwing line' prior to releasing the throwing implement ie discus Introduce the standing putting technique with a turn Can take their own pulse and is aware of various heart rates depending on the intensity of the exercise Make correct and quick decisions when in a game situation when throwing and catching To field the ball using the Long Barrier technique for a low fielding technique Begin to hit the ball in space and vary the directions in which you hit in Develop bowling techniques and how to use this to impact on the scoring within a game Develop their confidence and competence in communicating with their team to increase the score within a game To take part and develop new and existing skills in a variety of physical activities during Sports week, including Sports Day</p>
DESIGN TECHNOLOGY	<p>Explain how mechanical systems such as gears create movement. To know that gears, levers and pullies allow a smaller force to have a greater effect</p>	ART AND DESIGN	
MUSIC	<p>Recognise, through listening, the minor scale. Perform canons and part songs that use the minor scale. Make use of pitch notation. Create and perform short pieces making effective use of the instrument</p>	RELIGIOUS EDUCATION	<p>Pilgrimages Are pilgrimage journeys important? How have they changed over time? To understand that they are sacred journeys.</p>
PSHE	<p>To understand how our bodies change during puberty and the importance of keeping clean To understand how emotions can change during puberty and strategies for managing these To understand sexual reproduction Online safety - keeping safe online, cyber bullying and strategies to cope online No Outsiders – Lesson 5 PSHE – First Aid</p>	ENRICHMENT	<p>Sports Week Production Sports Day DT week Olympics Trip to the Halle</p>