



## YEAR 5 / SUMMER 1

### HOW DOES FEELINGS OF POWERLESSNESS IMPACT DECISIONS AND THE WIDER WORLD?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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>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>	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.

KEY TEXTS			
			



<b>ACADEMIC EXCELLENCE</b>	<p>Focus on explaining what we are learning and what we need to next to improve</p> <p>Learning techniques for remembering more and committing new learning to the long term memory</p> <p>Understanding that progress comes through hard work and progress is relative to starting points</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Supporting children to embrace change and welcome new opportunities, being able to adapt</p> <p>Opportunities to develop ability to manage time and resources effectively</p>

<b>LEARNING TO LEARN</b>	<p>Focus of the importance of reflection to make improvements especially linked to writing and evaluating</p> <p>Working towards Learning to Learn awards</p> <p>Developing independence and ownership of our own learning to achieve our goals</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Making decisions – are zoos really necessary today? Are humans helping or hindering endangered animals?</p> <p>Is it right that only the fittest survive?</p>



ENGLISH	READING	<p>To understand how authors affect their readers with intended affects</p> <p>To identify language features - adjectives, consistence present tense, show me - don't tell me, direct and reported speech, short sentences</p> <p>To develop range of vocabulary and terminology</p> <p>To know the features and purpose of of a range texts and their impact on reader</p> <p>To identify and know the difference between formal and informal language</p> <p>Scan to find specific details</p>
	WRITING	<p>Paragraphs – to include paragraphs and link ideas across paragraphs using adverbials</p> <p>Use a range of conjunctions to build cohesion, use relative clauses beginning who, which, where, when,</p> <p>Punctuation – recap speech punctuation and brackets for parenthesis</p> <p>To write a diary entry</p> <p>To edit and improve own writing independently</p> <p>To develop fluent handwriting style with correct use of joins</p>
	SPELLING / PHONICS	<p>Learn and remember words from the Year5/6 statutory spelling lists</p> <p>Revise previous spellings</p> <p>Homophones and near homophones</p>
	SPOKEN LANGUAGE	<p>Give well-structured explanations</p> <p>Command of Standard English</p> <p>Use appropriate register</p> <p>The difference between vocabulary of formal and informal speech - formal tone</p>

MATHS	<p><b>Percentages</b></p> <p>Write percentages</p> <p>Find equivalent fractions, decimals and percentages</p> <p>Compare proportions using percentages</p> <p><b>Geometry</b></p> <p>Know the names and properties of acute, right, obtuse and reflex angles</p> <p>Measure angles using a protractor and add angles</p> <p>Understand that angles on a straight line always add up to 180 degrees</p> <p>Understand that angles around a point always add up to 360 degrees</p> <p>Draw lines, acute, and obtuse angles using a protractor accurately</p> <p>Describe the sides and angles of rectangles and squares</p> <p>Investigate the angles of various quadrilaterals</p> <p>Solve problems involving angles, parallel lines and diagonals</p> <p>Investigate regular polygons</p> <p><b>Position and Movement</b></p> <p>Name and plot points</p> <p>Describe the position of a shape following a translation and reflection</p> <p>Reflect a shape more than once</p>
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SCIENCE	<p><b>Working Scientifically:</b> Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas' Record data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs Report and present findings from enquiries, including conclusions, explanations and oral and written forms such as displays and presentations</p> <p><b>Biology</b> <b>Life cycles</b> Understand the stages of life cycles of mammals, amphibians, insects and birds Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>
HISTORY	<p><b>EQUALITY</b> <b>Civil Rights Movement:</b> Identify the key figures as Martin Luther King Jr. and Rosa Parks. Understand their significance for fighting against racial segregation and discrimination in the United States during the mid-20th century.</p> <p><b>Women's Suffrage Movement:</b> Identify the key figures as Emmeline Pankhurst and Susan B. Anthony. Understand their significance for the struggle for women's right to vote and equal treatment in the late 19th and early 20th centuries.</p> <p><b>Apartheid in South Africa:</b> Identify the key figure as Nelson Mandela Understand the significance and <b>impact</b> of racial segregation and the fight against it in South Africa.</p>

COMPUTING	<p><b>Continue Spreadsheets</b> Use a spreadsheet to model a real-life problem Use spreadsheet tools to investigate probability Use the count tool to answer hypotheses about common letters in use</p> <p><b>Coding – external devices (micro:bit)</b> Use inputs from the accelerometer to execute programs Incorporate conditional logic in programs using IF/THEN coding structures Use the sensors of the micro:bit to set the values of variables and trigger action in the programs Create simulations Create devices that give input to the micro:bit via the pins</p>
GEOGRAPHY	



<b>MFL</b>	<p><b>The theme of this term is music</b></p> <p>Use verbs of opinion with the accurate gender of the noun</p> <p>Use a dictionary to find the meanings of new words and translate words</p> <p>Use rhyming words to predict pronunciation of unfamiliar words</p>	
<b>DESIGN TECHNOLOGY</b>		
<b>MUSIC</b>	<p>Analyse musical examples, identifying weight and accent through movement</p> <p>Notate rhythmic phrases that do not start on the first beat of the bar.</p> <p>Place music in its cultural context, exploring reasons for its use.</p> <p>Work effectively with others in groups of various sizes</p>	
<b>PSHE</b>	<p><b>Project Evolve</b></p> <p>Managing Online Information</p> <p><b>SRE – Growing and Changing</b></p> <p>Know some of the ways a body changes during puberty</p> <p>Know the scientific term associated with male and female body parts</p> <p><b>First Aid – Bleeding</b></p> <p>Learn how to recognise when someone is bleeding a lot</p> <p>Learn the key action to help when someone is bleeding a lot</p> <p>Practise applying the key action to a known situation in a role play</p>	
<b>PHYSICAL EDUCATION</b>	<p><b>Athletics</b></p> <p>Understand pace and apply different speeds over varying distances</p> <p>Develop fluency and co-ordination when running for speed</p> <p>Develop technique in relay changeovers</p> <p>Build momentum and power in the triple jump</p> <p>Develop throwing with force for longer distances</p> <p>Develop throwing with greater control and technique</p> <p><b>Cricket</b></p> <p>Develop throwing and catching skills and apply them relevantly to the situation</p> <p>Develop bowling accuracy and perform the skill within the rules of the game</p> <p>Develop batting skills and self evaluate skills</p> <p>Develop fielding techniques and begin to use them under pressure</p> <p>Understand the need for tactics and identify when best to use them</p> <p>Apply skills and knowledge to compete in a tournament</p>	
<b>ART AND DESIGN</b>	<p><b>Collage</b></p> <p>Use oil pastel and brush-o dye to create a background</p> <p>Express preferences through collage</p> <p>Layer photographs and printed images to give effect and add detail</p> <p><b>Clay modelling</b></p> <p>Cut, flatten and smooth clay to create a base</p> <p>Use cutting tools to make appropriate shapes and give detail</p> <p>Add beads, tiles and gems to provide interesting detail</p>	
<b>RELIGIOUS EDUCATION</b>	<p><b>What matters most to Humanists and to Christians?</b></p> <p>Understand the term 'worldview' and how both religious and non-religious people view the world</p> <p>Who is a Humanist? What codes for living do non-religious people use?</p> <p>What values matter most to Christians? How can our different values be discussed?</p> <p>How do Humanists and Christians know how to act?</p>	
<b>ENRICHMENT</b>	<p><b>VE Day</b></p> <p>What is VE Day and why is it celebrated?</p> <p>Experience day in the life of a 1940s child</p> <p>Visit Alderley Edge VE Day display at Church</p>	