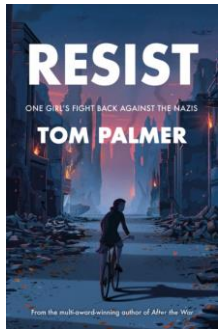
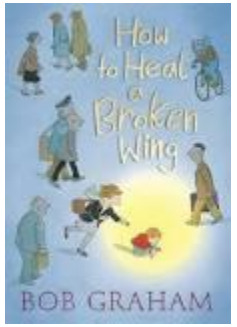
YEAR 5 / SUMMER 2

HOW ARE WE CONNECTED TO THE 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.	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. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	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. We will be challenging ourselves, extending our boundaries and developing our independence.	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			
			

ACADEMIC EXCELLENCE	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
POSSIBILITES AND RISKS	Challenging learning opportunities for children to be outside comfort zone Exploring a range of sports and activities in Sports Week Performing during the Summer production Develop ability to challenge and build on points in an oracy discussion respectfully

LEARNING TO LEARN	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
SOCIAL INTELLIGENCE	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

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 words that are homophones or near homophones Spell words with hyphens Spell words with the prefix co- and re- Spell Y5/6 Statutory words 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	**Measurement** Convert units of length: millimetres and centimetres, centimetres and metres, metres and kilometres Convert units of mass: grams and kilograms Convert units of volume: millilitres and litres Convert imperial and metric units of measure Solve word problems: length, mass and volume Read temperatures **Area and Perimeter** Find the perimeter of rectangles , squares and composite shapes Find the area of rectangles , squares and composite shapes Estimate the area and draw to scale **Volume** Find the volume of solids in cubic units Find the volume of cuboids Find the volume of liquids

SCIENCE	**Working Scientifically** Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas Record data and results of increasing complexity using a range of scientific diagrams and labels, classification keys, tables and graphs Reporting and presenting findings from enquiries in oral and written forms Identify scientific evidence that has been used to support or refute ideas or arguments Plan different scientific enquiries to answer questions and recognise and control variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision **Biology – Reproduction in Plants** Describe the life process of reproduction in some plants Reproductive parts in plants, male and female Asexual reproduction in plants Pollination Cloning plants: plan, plant, collect results Interpret results
HISTORY	

COMPUTING	**Game Creator** Plan a game Design and create the game environment Design and create the game quest Finish and share the game Identify and give constructive feedback in a peer evaluation
GEOGRAPHY	**Global Trade** Understand a clear definition of trade Understand why people trade with each other Understand what imports and exports are Know the main exports and imports of the U.K Understand how trade has changed over time Understand what goods are and the main stages of trade such as manufacturing, suppliers, retail. Understand the global supply chain Advantages and disadvantages of global trade on the environment

MFL	**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.
DESIGN TECHNOLOGY	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.
MUSIC	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
PSHE	**Project Evolve** Managing Online Information Copyright and Ownership **No Outsiders** **Drug Education and Keeping Safe** Importance of rules for safety Know that drugs can make changes to the body and recognise some substances e.g. caffeine, tobacco, alcohol

PHYSICAL EDUCATION	**Dance** Create a dance using a random structure and perform the actions showing quality and control. Understand how changing dynamics changes the appearance of the performance. Understand and use relationships and space to change how a performance looks. Copy and repeat actions and movements in time with the music. Work collaboratively with a group to choreograph a dance. **Outdoor Adventurous Activities** Develop communication and negotiation skills to solve challenges. Develop planning and problem solving skills. Share ideas and work as a team to solve problems. Develop navigation skills and map reading. Create and follow a key and route on a map.
ART AND DESIGN	
RELIGIOUS EDUCATION	**How can other people's beliefs inspire our lives?** Begin to understand why the Qur'an is important to many Muslims. Begin to describe how worship shows devotion to Allah.
ENRICHMENT	Sports Week Sports Day Performing with the Hallé – Bridgewater Hall Trip The Great Science Share Bales Race DT week Transition Upper Key Stage 2 Summer Production