

English

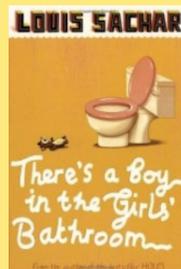
Beowulf – Description, Story Telling



Stormbreaker – Newspaper, Complaint Letter, New Chapter



There's a Boy in the Girl's bathroom – Diary, Letter, Instructions



Advertising - Voiceover for a TV Advert

Maths

Place Value

Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000

Fractions

Compare and order fractions whose denominators are all multiples of the same number.

Measures: Time

Solve problems involving converting between units of time.

Fractions: Decimals

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Read, write, order and compare numbers with up to three decimal places.
Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal.

Addition & Subtraction

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Consolidate: Addition and Subtraction using columnar addition and subtraction

Multiplication & Division

Recognise and use square numbers and cube numbers, and the notation for square² and cubed³.

Measures

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Geometry

Consolidate and revise all Year 5 learning associated with geometry to include work on angles, translations and shape

Consolidate and Assess



COOPERS LANE PRIMARY SCHOOL

YEAR 5 CURRICULUM

SUMMER TERM TOPIC PUZZLE

SUTTON HOO?



History

Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

Chronological Understanding

Can they use dates and historical language in their work?
Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
Can they use their mathematical skills to work exact time scales and differences as need be?

Knowledge & Interpretation

Can they describe historical events from the different period/s they are studying/have studied?
Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
Can they explain the role that Britain has had in spreading Christian values across the world?
Do they appreciate that significant events in history has helped shape the country we have today?

Historical Enquiry

Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Science

Animals, including Humans

Can they describe the changes as humans develop to old age?

Living Things and Their Habitats

Can they describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?

Can they describe the life cycles of common plants?

Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)

'Working Scientifically' is to be embedded in lessons throughout the topic.

Computing

Computer Science

Can they control or simulate physical systems?
Can they work with various forms of input?
Can they work with various forms of output?

Information technology & Digital Literacy

Can they select, use and combine internet services?
Can they understand the opportunities computer networks offer for communication?
Can they identify a range of ways to report concerns about content and contact?
Can they recognise acceptable/unacceptable behaviour?

Music

Performing

Do they breathe in the correct place when singing?
Can they sing and use their understanding of meaning to add expression?
Can they maintain their part whilst others are performing their part?
Can they improvise within a group using melodic and rhythmic phrases?
Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?

Composing (inc. notation)

Can they change sounds or organise them differently to change the effect?
Can they use their notations to record groups of pitches (chords)?
Can they use a music diary to record aspects of the composition process?
Can they choose the most appropriate tempo for a piece of music?

Appraising

Can they describe, compare and evaluate music using musical vocabulary?
Can they explain why they think their music is successful or unsuccessful?
Can they suggest improvements to their own or others' work?

Steel Pans



Year 5 Summer Topic Puzzle Sutton Hoo?

Languages

Listening & responding

Do they understand longer passages made up of familiar language in simple sentences?
Can they identify the main points and some details?

Speaking

Can they hold a simple conversation with at least 3-4 exchanges?
Can they use their knowledge of grammar to adapt and substitute single words and phrases?

Reading & responding

Can they understand a short story or factual text and note some of the main points?
Can they use context to work out unfamiliar words?

Writing

Can they write a paragraph of about 3-4 simple sentences?
Can they adapt and substitute individual words and set phrases?
Can they use a dictionary or glossary to check words they have learnt?

PSHE

Living in the Wider World

Can they face new challenges positively by collecting information, looking for help, making responsible choices, and taking action?
Do they know there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other?
Do they research, discuss and debate topical issues, problems and events?
Can they resolve differences by looking at alternatives, making decisions and explaining choices?
Do they know that resources can be allocated in different ways, and that these economic choices affect individuals, communities and the sustainability of the environment?

RE - Christianity

Home Learning Opportunities

Ideas of places you could visit:

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Other possible ideas to do at home:

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PE (Rising Stars – Gym Sequences & Gym Fit Circuits)

Acquiring & developing skills

Can they link skills, techniques and ideas and apply them accurately and appropriately?
Do they show good control in their movements?

Evaluating & improving

Can they compare and comment on skills, techniques and ideas that they and others have used?
Can they use their observations to improve their work?

Gymnastics

Can they make complex or extended sequences?
Can they combine action, balance and shape?
Can they perform consistently to different audiences?
Are their movements accurate, clear and consistent?

Games

Can they gain possession by working as a team?
Can they pass in different ways?
Can they use forehand and backhand with a racquet?
Can they field?
Can they choose the best tactics for attacking and defending?

Athletics

Are they controlled when taking off and landing in a jump?
Can they throw with accuracy?
Can they combine running and jumping?
Can they follow specific rules?

Outdoor PE (Harry's Boys)

Art

Drawing

Can they identify and draw simple objects, and use marks and lines to produce texture?
Do they successfully use shading to create mood and feeling?
Can they show reflections?
Can they explain why they have chosen specific materials to draw with?

Sketch Books

Do they keep notes in their sketch books as to how they might develop their work further?
Do they use their sketch books to compare and discuss ideas with others?

Design & Technology

Can they come up with a range of ideas after they have collected information?
Do they take a user's view into account when designing?
Can they produce a detailed step-by-step plan?
Can they suggest some alternative plans and say what the good points and drawbacks are about each?
Can they explain why their finished product is going to be of good quality?
Can they explain how their product will appeal to the audience?
Can they use a range of tools and equipment expertly?
Do they persevere through different stages of the making process?
Do they keep checking that their design is the best it can be?
Do they check whether anything could be improved?
Can they evaluate appearance and function against the original criteria?
Stiff and flexible sheet materials
Are their measurements accurate enough to ensure that everything is precise?
How have they ensured that their product is strong and fit for purpose?