

Curriculum Overview For Year 5 Summer 2022-2023

<p>English</p> <p>The Wind in the Willows. Lucy Gray, Murder Most Unladylike</p> <p><u>Vocabulary, grammar and punctuation:</u></p> <p>Indicate degrees of possibilities using adverbs and use modal verbs.</p> <p>Talk about my work using the learning from my Year 5 grammar list.</p> <p>Add phrases to make sentences more precise and detailed.</p> <p>Adapt sentence structure to text type.</p> <p>Use adverbs, prepositional phrases and</p>	<p>expanded noun phrases to convey precise and detailed information.</p> <p>Use apostrophes for possession and contractions.</p> <p>Make use of semicolons to mark boundaries between independent clauses.</p> <p>Select vocabulary appropriate to task audience and purpose.</p> <p><u>Speaking and listening:</u></p> <p>Can develop my ideas and opinions, providing relevant detail.</p> <p>Show that I understand the main points in a discussion.</p> <p>Can perform my own compositions, using appropriate intonation and volume</p>	<p>so that meaning is clear.</p> <p><u>Composition:</u></p> <p>Use the correct features and sentence structure matched to the text type.</p> <p>I can use further organisational and presentational devices to structure text and guide the reader, in non-narrative pieces.</p> <p>I can add well-chosen details to interest the reader.</p> <p>Précis longer paragraphs.</p> <p>Use stylistic devices to create effects in writing.</p> <p>Discuss the audience and purpose of the writing.</p>	<p>Science 1</p> <p><u>Forces: Can you feel the force?</u></p> <p>Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?</p> <p>Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?</p> <p>Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</p>	<p>Science 2</p> <p><u>Animals including humans</u></p> <p>Can they describe the changes as humans develop to old age?</p> <p>Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?</p> <p>Can they draw a timeline to indicate stages in the growth and development of humans?</p>
<p>Maths</p> <p><u>Measurement</u></p> <ul style="list-style-type: none"> I can solve problems involving converting between units of time. I can convert between different units of metric measure. I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints. <p>I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p>	<ul style="list-style-type: none"> I can calculate and compare the area of rectangles using standard units (cm² and cm³) to estimate the area of irregular shapes. I can use all four operations to solve problems involving money, length, mass, volume and time, using decimal notation, including scaling. <p><u>Geometry – properties of shapes</u></p> <ul style="list-style-type: none"> I can use the properties of rectangles to deduce related facts and find missing lengths and angles. I can distinguish between regular and irregular polygons based on 	<p>reasoning about equal sides and angles.</p> <ul style="list-style-type: none"> I can identify 3D shapes, including cubes and other cuboids, from 2D representations. I know angles are measured in degrees. I can estimate and compare acute, obtuse and reflex angles. I can identify angles at a point and one whole turn. I can identify angles at a point on a straight line and ½ a turn. 	<p>PE</p> <p><u>Physical & Personal</u></p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p>	<p>RE</p> <p><u>Gospel</u></p> <p>I can identify features of gospel texts.</p> <p>I can suggest meanings of Gospel text studied taking into account their context.</p> <p>I can compare my ideas with ways in which Christians interpret biblical texts.</p> <p>I can make connections between Gospel texts and how Christians live in the community.</p>
<p><u>History—Why should we remember Maya?</u></p> <p>I can apply dates and historical language in my work.</p> <p>I can sequence a timeline with different time periods.</p> <p>I can compare and contrast historical periods</p> <p>I can hypothesise in order to answer a question.</p>	<p><u>Geography— How our country has changed.</u></p> <ul style="list-style-type: none"> I can select information about a place and use it in a report. I can observe and describe land use. I can synthesise detailed sketches and plans; improving my accuracy later. I can make informed conclusions as to how a location fits into its wider geographical location; with reference to physical features.. I can make reasoned judgements about how a location fits into its wider geographical location; with reference to human and economical features. I can reason / speculate what a place might be like in the future, taking account of issues impacting on human features. 	<p><u>Art: Every picture tells a story</u></p> <ul style="list-style-type: none"> Select 2D drawings to develop ideas for 3D work. Select and use recycled materials. Describe and use more complex colours. Describe and model form and space in 3D using a range of materials. Critique the work of artists' to explore own ideas. Regularly analyse and reflect on my progress. 	<p><u>Design: Structures</u></p> <ul style="list-style-type: none"> I can design a stable structure that can support weight. I can make a range of beam bridges. I can apply knowledge of triangles to create truss bridges that meet specific requirements. I can adapt and improve my own bridge structure by reinforcing points of weakness. I can critique and suggest improvements. I can develop my understanding of strong beams. I can identify arch and beam bridges. 	
		<p>Music</p> <p>How Does Music Shape Our Way of Life?</p> <p>Compose music for moon landing using dimensions of music.</p> <p>Learn about sound/tone clusters.</p> <p>Explore the range of other sound sources; audacity, synthesised sounds.</p> <p>Listen in detail to live & recorded music.</p>	<p><u>Computing—Computer Science.</u></p> <p>Plan and write an algorithm using the following: commands, sequence, selection and repetition</p> <p>Detect and debug errors in more complex algorithms and programs.</p> <p>Use selection to create games in which the user must make a choice</p> <p>Use my skills and understanding of selection in more than 2 programs</p>	