

Year 5 Summer Term

English

Odysseus' Adventures Continued

**Reading:**

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart – in guided reading
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience – in guided reading
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views
- explain and discuss their understanding of writing that they have listened to, via discussion and written analysis

English

**Writing**

Transcription

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Composition:

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform compositions (created and given) using appropriate intonation, volume and movement so that the meaning is clear

Vocabulary, Grammar and Punctuation:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using expanded noun phrases to convey complicated information concisely

## Latchmere Academy Trust

<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Spelling:</b> Learn spellings from the Y5-6 spelling lists from POS <b>The children will be taught a range of spelling rules from the National Curriculum, and the planning will reflect the needs of the students and the genres.</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
<p><b>Maths</b></p>	<p><b>History</b></p>
<p>Previous learning will be reviewed and revised through starting activities, quizzes and assessments.</p> <p><b>Geometry – properties of shape</b></p> <ul style="list-style-type: none"> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees (o)</li> <li>identify:             <ul style="list-style-type: none"> <li>angles at a point and one whole turn (total 360o)</li> <li>angles at a point on a straight line and 2</li> <li>1 a turn (total 180o)</li> <li>other multiples of 90o</li> </ul> </li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> <p><b>Positioning</b></p> <ul style="list-style-type: none"> <li>Read and plot co-ordinates</li> </ul>	<p><b>Ancient Greeks</b></p> <p>Pupils will study Greek life and achievements and their influence on the western world. Children will learn:</p> <ul style="list-style-type: none"> <li>to learn about the contribution made by Greek scholars</li> <li>to know what is meant by democracy</li> <li>to learn about Ancient Olympic Games</li> <li>to use a variety of artefacts to learn about the past – Homer's Odyssey</li> </ul>

## Latchmere Academy Trust

- Problem solve with co-ordinates
- Translation
- Translation with co-ordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines

### Decimals

- Add and subtract decimals across 1
- Subtract decimals
- Add/subtract decimals with differing amounts of decimal places
- Strategies for add/subtract decimals
- Decimal sequences
- Multiply and divide by 10,100,1000
- Multiply and divide decimals – missing values

### Negative Numbers

- Understand negative numbers
- Count through 0 in ones
- Count through 0 in multiples
- Compare and order negative numbers
- Find the difference

### Converting units

- Kilograms and kilometres
- Millimetres and millilitres
- Convert units of length
- Convert metric and imperial
- Convert units of time
- Calculate with timetables

### Volume

- Cubic centimetres
- Compare volume
- Estimate volume
- Estimate capacity

**Computing**

**Art and Design**

Pupils will learn:

## Latchmere Academy Trust

<p><b><u>iData</u></b></p> <p>To identify some parts of a spreadsheet</p> <p>To identify cell references</p> <p>To understand that spreadsheets can be used to store numerical data and to make calculations</p> <p>To understand that recalculations with different values can be done quickly</p> <p>To enter a formula to create totals</p> <p>To enter numerical data into cells</p> <p>To understand that graphs and charts can be created and easily be changed from spreadsheet data</p> <p>To understand the SUM function can be used to create formulas that will perform addition calculations</p> <p>To use a spreadsheet to model a costing exercise</p> <p><b><u>iModel</u></b></p> <p>To understand the difference between 2d and 3d shapes</p> <p>To become familiar with basic 3d modelling tools</p> <p>To understand that graphical models can be easily changed</p> <p>To use features of graphical modelling software to develop a 3d model</p> <p>To evaluate and improve 3d models</p>	<ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>▪ Creating poem portraits</li> <li>▪ Creating self-portraits</li> <li>▪ Observe changes to subject matter over time</li> <li>▪ Mixed media portraits</li> <li>▪ Study the work of Antoni Gaudi</li> </ul>
<b>Science</b>	<b>Geography</b>
<p><b><u>Living Things and Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> </ul> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> </ul>	<p><b><u>North America</u></b></p> <p>To identify and locate countries within North America.</p> <p>To investigate climates in North America.</p> <p>To explore and locate the Rocky Mountains region in North America.</p> <p>To understand how to use four-figure grid references to locate features on a map.</p> <p>To compare mountainous regions in North America and Europe.</p>
<b>Design Technology</b>	<b>PE</b>
<p><b><u>Pop Up Books</u></b></p> <p>To be able to design a pop-up book.</p>	<p>Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports</p>

## Latchmere Academy Trust

To be able to follow a design brief to make a pop-up book.  
 To be able to use layers and spacers to cover the working of mechanisms.  
 To be able to create a high-quality product suitable for a target user,

### Adapting A Recipe

To understand how ingredients are reared and processed.  
 To be able to make adaptations to a recipe.  
 To be able to evaluate nutritional content.  
 To be able to use food preparation skills.  
 To be able to design a product label.  
 To be able to follow and make an adapted recipe.

and learn how to evaluate and recognise their own success. Pupils will be taught the following through **athletics and outdoor adventurous activities**:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## PHSE

## Religious Education

### Economic Well-being

- How to make money last longer/stretch further.
- How to create a weekly budget
- Understanding borrowing and loaning
- Understanding saving and spending
- The risks around online money transactions
- Challenging workplace stereotypes
- Finding a suitable career
- Understanding the changes experienced during puberty
- Emotional and physical health during puberty

### Relationships and Sex Education

- Understanding the changes in our bodies during puberty
- Understanding menstruation
- The life cycle of human beings

### Christianity

- Identify what type of text some Christians say Genesis 1 is, and its purpose. Talking into account the context, suggest what Genesis 1 might mean, and compare their ideas to ways in which Christians might interpret it.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary, with a scientific account, giving good reasons for their views.

### Islam

- The principle aim is to explore what people believe and what difference it makes to how they live.
- To identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an.
- To describe ways in which Muslim sources of authority guide Muslim living.
- To make connections between Muslim beliefs and Muslim ways of living in the UK today.
- To give evidence and examples to show how Muslims put their beliefs into practice.

Languages	Music
<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>▪ to explore hobbies linking new vocabulary to English and other languages.</li> <li>▪ To express likes and dislikes and begin to add reasons</li> </ul>	<p style="text-align: center;"><u>Composition / Notation</u></p> <ul style="list-style-type: none"> <li>▪ To be able to sing in time and in tune with other people and the backing track.</li> <li>▪ To remember the lyrics to a song.</li> <li>▪ To be able to identify the structure of a piece of music and match this to non-standard notation.</li> <li>▪ To be able to improvise their own piece of music.</li> <li>▪ To be able to play a melody with reasonable accuracy.</li> <li>▪ To perform with confidence and in time with others.</li> <li>▪ To compose and play a melody using stave notation.</li> <li>▪ To contribute meaningfully to the group performance and composition</li> </ul> <p style="text-align: center;"><u>Looping and Remixing</u></p> <ul style="list-style-type: none"> <li>▪ To be able to play a simple looped rhythm from notation.</li> <li>▪ To create a piece of music from pre-written loops.</li> <li>▪ To be able to play a melody line accurately fluently.</li> <li>▪ To select a section of a tune and perform it as a loop.</li> <li>▪ To be able to combine loops to create a remix.</li> <li>▪ To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li> <li>▪ To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>▪ To know that remix is music that has been changed, usually so it is suitable for dancing to.</li> </ul>