

## As readers and writers we will:

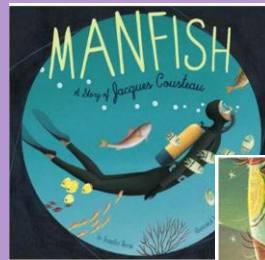
Study 'Manfish' by Jennifer Berne and 'Sky Chasers' by Emma Carroll to learn to:

- Ask relevant questions
- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Use Standard English
- Select and use appropriate registers for effective communication
- Identify and discuss themes and conventions
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Recommend books to peers
- Learn poetry by heart
- Prepare poems and plays for performance
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussion about books
- Provide reasoned justifications for views
- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Choose the appropriate register
- Proof-read for spelling and punctuation errors
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Précis longer passages
- Integrate dialogue to convey character and advance the action
- Distinguish between the language of speech and writing
- Perform own compositions using appropriate intonation, volume and movement

# Y5 Curriculum Summer Term Cycle 1



## Book we will read together:



## As mathematicians we will:

- Understand and use degrees.
- Measure acute and obtuse angles.
- Draw lines and angles accurately.
- Understand parallel and perpendicular lines.
- Name and describe 3D shapes.
- Read and plot coordinates.
- Translate points and shapes.
- Reflect shapes along horizontal and vertical lines.
- Add and subtract decimals.
- Problem solve with decimals.
- Multiply decimals by 10, 100 and 1000.
- Understand and compare negative numbers.
- Convert between different units of measurement.
- Compare and estimate volume.

## As scientists we will:

- Describe gravity and its effects.
- Describe air resistance and its effects.
- Describe water resistance and its effects.
- Describe friction and its effects.
- Describe the effects of levers, pulleys and simple machines on movement.
- Make a timeline of the stages of growth in humans.
- Describe the changes as humans develop to old age.
- Know the changes experienced in puberty.

## As designers and makers we will:

- Design a stuffed toy, considering the main component shapes of their toy.
- Create an appropriate template for their stuffed toy.
- Join two pieces of fabric using a blanket stitch.
- Neatly cut out their fabric.
- Use appliqué or decorative stitching to decorate the front of their stuffed toy.
- Use blanket stitch to assemble their stuffed toy, repairing when needed.
- Identify what worked well and areas for improvement.

### As computer users we will:

- Tinker with a new piece of software.
- Program an animation.
- Recognise coding structures.
- Create a program for a specific task.
- Create a program.
- Recognise how bit patterns represent images as pixels.
- Explain how the data for digital images can be compressed.
- Identify and explain the fetch, decode, execute cycle.
- Create a safe online profile and tinker with 3D design software.
- Modify the design of a 3D object using CAD software.

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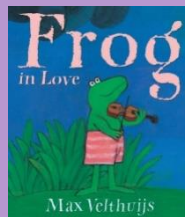
### As musicians we will:

- Identify similar and contrasting sections within a piece of music.
- Comment on the tempo, volume, timbre and texture of a piece of music.
- Perform the 'Arriba' melody as a solo and ensemble, including syncopation and complex rhythms.
- Perform using confident glockenspiel technique and with increasing expression.
- Read and write notes on a staff, including: semibreves, minims, crochets and quavers.
- Identify similar and contrasting sections within a piece of music.
- Understand what makes an effective composition and the rules for 'what makes a good tune'.
- Compose a piece of music for glockenspiel, including a contrasting section.
- Use notation to record compositions in a small group or individually
- Perform and evaluate my own composition.

### In RE we will:

- Develop our understanding of what it means to be a Muslim in Britain today.

### As citizens we will we will explore:



### In PE we will:

- Develop our skills in a range of games and orienteering.

### As geographers we will:

- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.

### As historians we will we will explore:

- Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.
- Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.
- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.
- Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.
- Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
- Make deductions using inventories and making judgements as to whether a person was rich or poor.
- Explain how inventories are useful to historians and create a realistic inventory.

### As linguists we will:

Be learning about holidays and discovering the fascinating country of France. By exploring different types of accommodation and activities, children build their vocabulary and pronunciation skills, planning their own holiday.