

As readers and writers we will:

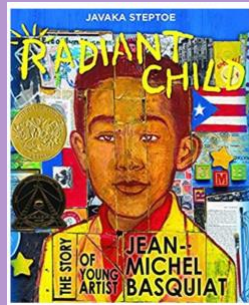
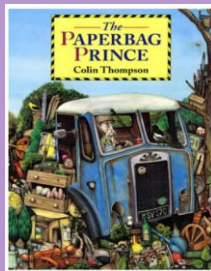
Study 'The Paperbag Prince' by Colin Thompson to learn to:

- Use modal verbs to indicate degrees of possibility
- Use devices to build cohesion within a paragraph
- Choose the appropriate register
- Use brackets, dashes or commas to indicate parenthesis (recap)
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use precise word choices
- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Use persuasive language: quotes and rhetorical questions
- Directly appeal to the reader
- Support points using persuasive examples and provide evidence
- Provide well-developed factual information for the reader
- Include a summarising statement

Study 'Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javaka Steptoe to learn to:

- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Use adverbs to indicate degrees of possibility
- Use a wider range of devices to build cohesion across paragraphs
- Link ideas using tense choices
- Use precise word choices
- Clarify technical vocabulary
- Select language to appeal to the reader
- Use a formal tone
- Adapt formality to suit purpose and audience
- Use fronted adverbials e.g. also, additionally, usually, commonly
- Provide well-developed factual information for the reader
- Manipulate style for specific purpose and audience
- Write an introduction

Book we will read together:



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In RE we will:

- Study Judaism
- Explore the question: why is the Torah so important to Jewish people?

In PE we will:

- Develop our skills to play football.
- Take part in Tri Golf sessions.
- Develop our dance skills to perform 'Dancing through the ages'.
- Build on our gymnastics skills with the coach.

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:

- Decide on a suitable recipe for our course.
- Record the relevant ingredients and equipment needed.
- Follow a recipe, including using the correct quantities of each ingredient.
- Write a recipe, explaining the process taken.
- Explain where certain key foods come from before they appear on the supermarket shelf.

As computer users we will:

- Create a toy with simple images and a single movement.
- Create a short stop-motion animation with small changes between images.
- Think of a simple story idea for their animation and then decompose it into smaller parts to create a storyboard with simple characters.
- Make small changes to the models to ensure a smooth animation and delete unnecessary frames.
- Add effects such as extending parts and titles.
- Provide helpful feedback to other groups about their animations.
- Create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data.
- Save a JPEG as a bitmap and recognise the difference in file size as well as explaining how pixels are used to transfer image data.
- Explain the 'fetch, decode, execute' cycle in relation to real-world situations.
- Create a profile with a safe and suitable username and password and begin to use 3D design tools.
- Independently take tutorial lessons, applying what they have learnt to their design and understand the importance of using an online community responsibly.

As musicians we will:

- Perform a looped body percussion rhythm; keeping in time with their group.
- Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy.
- Choose a suitable fragment of music and be able to play it along to the backbeat.
- Perform a piece with some structure and two different loops.

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As geographers we will:

- Locate the Alps on a world map and identify and label the eight countries they spread through.
- Locate three physical and three human characteristics in the Alps.
- Research and describe the physical and human features of Innsbruck.
- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.
- Compare the human and physical geography of their local area and Innsbruck.
- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

As historians we will we will :

- Name the features of a banknote.
- Make inferences about a person using a banknote.
- Explain the significance of historical figures.
- Make inferences from sources.
- Apply criteria to decide if a person is historically significant and explain why.
- Explain the significance of William Tuke.
- Research important aspects of a person's life.
- Explain what makes a person significant.

As citizens we will we will explore:



As linguists we will:

- Use French verbs to describe a French week.
- Describe 'My French Family'.