



Year 5 – Summer Term 2 – Europe

As readers and writers, we will continue ...

Matilda – Roald Dahl

Writing Genres: story and formal letter of complaint.

N/C OBJECTIVES:

Plan their writing by:

... Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ...discussing and recording ideas

Draft and write by:

...composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ...organising paragraphs around a theme... in narratives, creating settings, characters and plot... in non-narrative material, using organisational devices

Evaluate and edit by: ...assessing the effectiveness of their own and others' writing and suggesting improvements... proposing changes to grammar and vocabulary to improve consistency... proof-read for spelling and punctuation errors

Reading – Comprehension: Taught through VIPERS within English and other curriculum areas

...continue to read & discuss a wide range of texts, read books that are structured in different ways & for different purposes.

...understand what they read by discussing understanding & exploring meaning of words; ask questions; draw inferences; predict; summarise; identify how language, structure & presentation contribute to meaning

...discuss & evaluate use of language

...distinguish between fact & opinion

...participate in discussions about books that are read

...explain & discuss understanding of what they've read

...provide reason justifications for their views

Spelling: (Year 5 Spellings – the statutory Common Exception Words (Y5/6 list) and the specified spelling rules)

N/C OBJECTIVES: Exceptions to the 'i before e except after c' rule, words containing letter string 'ough', words ending in -able,

Words from the Y5/6 statutory common exception words list.

Handwriting:

N/C OBJECTIVES: ...write legibly, fluently and with increasing speed by

...choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

As mathematicians, we will...

N/C Objectives

Complete a year five study of perimeter and area, decimals and negative numbers.

-measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

-calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes

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-adding and subtracting decimals across 1.

-adding and subtracting decimals with the same number and different number of decimal places

-multiplying and dividing by 10, 100 and 1,000.

-interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0

As scientists we will...

Finish our learning of Living Things & Their Habitats

Animals including Humans

N/C OBJECTIVES

...describe the life process of reproduction in some plants and animals.

... describe the changes as humans develop to old age

RE

Unit 5.4 What do Christians believe about the old and new covenants?

Calderdale agreed syllabus.

As geographers, we will...

Children will begin by understanding the geography of Europe. They will do this by locating countries, capital cities and key landmarks. Children will then move on to compare the physical features of the UK with other areas within Europe before focusing on a comparison between England and Italy, London and Rome. The children will consider how land use and landmarks have an impact on tourism, how tourists travel around and how the climate has an impact on the land use in a specific area.

N/C OBJECTIVES:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Human and physical geography

Describe and understand key aspects of:

Types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

Place Knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Geographical skills and fieldwork

Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world.

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Europe



As sports people, we will...

Swimming

...swim competently, confidently and proficiently over a distance of at least 25 metres

...use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

...perform safe self-rescue in different water-based situations.

Athletics

... use running, jumping, throwing and catching in isolation and in combination

As musicians, we will...

be introduced to a famous genre of music 'the blues' and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

N/C OBJECTIVES:

...appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

...play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

...listen with attention to detail and recall sounds with increasing aural memory.

As computer scientists we will...

National Online Safety Unit.

Complete the basic computing skills unit.

N/C OBJECTIVES:

...Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

...Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

As French speakers, we will...

Continue our year learning:

Unit 13: Bon appetit bonne sante (Healthy eating)

The purpose of this unit allows children to revise and extend language about healthy and unhealthy eating (Stage 2, Unit 10: Vive le sport!). This unit allows children to revise and extend language about healthy and unhealthy eating (Stage 2, Unit 10). Discuss school lunches. Try to do some of this in French, including a survey about who eats school dinners and who has packed lunches. Tu manges à l'école ou à la maison? Explain that some French children eat at home and others eat at school, but that those who eat at school have a meal in the dinner hall and if they bring in a packed lunch then that is also eaten in the dinner hall.

As artists we will...

Look at various artists who depict London. We will focus on Claude Monet and create a cityscape inspired by his work. We will also create a collagraph print on the London Skyline.

N/C OBJECTIVES:

•Create sketch books to record their observations and use them to review and revisit ideas

•Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

•Learn about great artists, architects and designers in history.

PSHE

In PSHE, we will be following the Jigsaw Unit of Work 'Changing Me'.

Wider Experiences

Day trip to London