

Year 5 - Summer Term Curriculum Information

Please find below the learning focus and skills your child will be taught this term. Your discussions at home will really help your child's learning.

Literacy

Speaking and Listening— Be able to take part in debates and discussions, expanding on ideas and viewpoints.

Reading— Be able to make more sophisticated inferences from a wider range of texts using evidence to support their opinion as well as beginning to understand the author's intent .

Writing— Refining use of grammatically correct and varied sentences in a range of different texts. Be able to produce fiction and non-fiction writing that is appropriate to the intended audience and includes correct conventions.

Numeracy

Tables practice of all tables and division facts to 12X12. Be able to use all 4 operations with increasingly large numbers to solve multi-step problems. Be able to work out areas and perimeters of regular, compound and irregular shapes. To convert between fractions, decimals and percentages. Be able to recognise the properties of a range of 2D and 3D shapes. To convert between units of measure and use this to answer problems.

Science - Forces

To understand different types of force such as gravity, air resistance, friction etc.

To know the effects forces have.

To explain observations using scientific reasoning and vocabulary.

To carry out scientific investigations, using a fair test and an ordered, systematic method.

To apply understanding of forces to everyday life.

Computing

To know what a blog is.

To understand the safety involved in using and having a blog.

To create a Viking blog, including entries about different raids.

To appropriately comment on blogs.



History — Vikings

To know why the Vikings raided and eventually settled in England.

To understand how the Vikings lived.

To know about Viking gods and the myths connected with them.

To know the influence that the Vikings had on history.

Art

To understand how textiles have been used to tell stories.

To comment on artists' work.

To create a visual representation of a story using textiles and a variety of different techniques.

To evaluate their own and others' work, highlighting strengths and suggesting improvements.

Music

To sing with clarity and diction.

To play simple musical accompaniments to go with songs they have learned.

Practise and rehearse to refine performances.

Understand different musical terms (e.g. pulse, rhythm.)

Represent sounds with symbols.

Design and Technology

To understand cams and pulleys and how they can change rotary motion into linear motion.

To dis-assemble products to see how they work.

To create a product to a given design brief.

To use appropriate tools to make their product.

R.E

To understand and recognise stories about the northern saints.

To understand how commitment is shown through life in a religious community.

To recognise how belief in God will affect Christians.

To understand the relevance of the Lindisfarne gospels.

PSHCE

To apply their understanding of the democratic process in selecting a candidate for class representative on the school council.

To understand and recognise different relationships between friends.

To understand and recognise the importance of having leaders.

French

To understand vocabulary and sentence structures connected with travel and going on holiday.

To use what they know to hold a simple conversation with a partner.

To develop understanding of the conventions of French grammar.

To begin to understand how French phonics is different to English.

P.E

To develop athletic skills in triple jump and long jump.

To develop athletic skills in running styles.

To work in small groups to make simple tactical decisions.

Swimming– Work towards swimming 25metres unaided.

Please note that in most cases your child will be covering these topics as part of the creative curriculum. Links will be made across a number of subject areas. Depending on the level your child is working at, some of the objectives, particularly for Literacy and Numeracy may alter.