

First Half of Summer 2022 Year 5

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| <p>Literacy (Writing)</p> <ul style="list-style-type: none"> • Story writing, <p>Key Y5 skills: selecting language (e.g. dialogue) and grammatical structures (e.g. relative clauses to describe characters); using verb tenses correctly throughout; describing setting and characters within a narrative; writing effective dialogue; with discussion, choosing parts of writing to edit; commas to separate clauses; punctuation inside speech marks; neat joined up handwriting.</p> <p>Key Texts: The Piano</p> | <p>Literacy (Reading)</p> <ul style="list-style-type: none"> • Whole class reading <p>Key Y5 skills: reading age appropriate books with confidence and fluency, responding to more sophisticated punctuation; discussing characters' feelings at different parts in a text; giving more than one answer to a question, commenting on figurative language; understanding that texts reflect the time and culture in which they were written and make simple comments.</p> <p>Key Texts: Tom's Midnight Garden</p> | <p>Maths- White Rose</p> <p>Consolidating fractions Decimals- adding/subtracting decimals within 1 Adding decimals-crossing the whole, decimal sequences, multiplying decimals by 10,100,1000</p> <p>Shape angles: identify, compare, measure in degrees, calculating angles on a straight line and around a point Revision of triangles, quadrilaterals, regular/irregular polygons</p> | <p>Science – Life Cycles</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals</p> <p>Key upper KS2 skills: Use scientific experiences to raise different kinds of questions design own results tables to record results tables from a range of investigations select which observations to make, what measurements to use and how long to make them for produce own keys to help with classification and identification use evidence to produce a conclusion, using scientific knowledge to explain results select appropriate secondary sources to research ideas use relevant scientific language to communicate and justify scientific ideas</p> |
| <p>Geography- London</p> <p>Prior knowledge and where is London in the world? (identifying position) River Thames – How was it formed and what is its significance Why is London important today? Human Geography - current significance</p> | <p>Computing-Rising Stars</p> <p>We are Bloggers</p> <ul style="list-style-type: none"> • Safe blogging • Blogging with school in New Zealand | <p>DT</p> <p>Forest school</p> | <p>Music - Charanga</p> <p>French - Salut</p> <p>Bus trip vocabulary</p> <ul style="list-style-type: none"> • Trips |

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| <p>Who founded London – sources & records: Roman Briton, Anglo-Saxon England, Medieval England, 1666, Victorian London, Modern London</p> | | | |
| <p>RE</p> <ul style="list-style-type: none"> • What difference does the resurrection make to Christians? | <p>PSHE- Relationships</p> <p>Self-recognition and self-worth Building self esteem, Right and responsibilities online Online gaming and gambling Dangers of online grooming E safety</p> <ul style="list-style-type: none"> • | <p>PE</p> <p>Net Games Tag rugby</p> | <p>Enrichment</p> <p>Citizenship Young Leaders programme Forest school</p> |