

St Andrew's Church School

Summer Term 20/21 ~ Year 5 ~ Where Are We Going?

English

Focus Text *Rooftoppers* by Katherine Rundell. We will be reading this text to explore character, plot and language, whilst also looking at a wide range of other texts from different genres along the way.

Writing Fiction and Poetry Character descriptions and sketches, setting descriptions, poetry, imagining prequels and sequels to chapters; writing in role and from alternative perspectives.

Writing Non-Fiction Report writing, debate and discussion texts, information texts (linked with our learning in History and Computing)

Knowledge and Skills (Reading, Writing and Spoken Language) Develop and research ideas; interweave description with dialogue; perform poetry with intonation and expression; guide the reader by using a range of organisational features; choose effective grammar and punctuation; make detailed inferences whilst selecting the best evidence; make predictions and summaries; explain how authors use language to impact the reader; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions and presentations.

Our Response to the World

As part of our whole school theme, Year 5 will now be looking outwards and further afield—across the globe, through timelines in history, up to the Moon and beyond!

As scientists and geographers, we will be studying the Earth, its different parts, time zones and the Solar System. As Historians, we will also be looking back to the dawn of human history, beginning with the Stone Age and leading up to the Iron Age, with links to Art, Computing and much more.

"Almost impossible means still possible." - Sophie (Rooftoppers)

To explore our theme more deeply, our class text this term will be *Rooftoppers* by Katherine Rundell. This is a book about running across the rooftops, looking up to the stars, 'pursuing your dreams and never ignoring a possible'.

Maths

Following our *Power Maths* scheme of work, we will be focusing on the following elements:

Fractions, decimals and percentages

Geometry

Measurement

Knowledge and Skills Add, subtract, multiply and divide with decimals and fractions; find equivalent percentages; identify angles and measurements of turns; calculate angles around a point and on a straight line; use a protractor; translate and reflect shapes; use co-ordinates; convert between metric and imperial units; measure volume and capacity;

Humanities

Geography Explore parts of the Earth and time zones—what time is it in Australia and why?

Knowledge and Skills Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night); identify and describe how the physical features affect the human activity within a location.

History Research the changes that took place between the Stone Age, the Bronze Age and the Iron Age—explore housing, hunter gatherers, communication and hill forts. What was life like?

Knowledge and Skills Select suitable sources of evidence, giving reasons for choices; use sources of information to form testable hypotheses about the past; describe the characteristic features of the past; use appropriate historical vocabulary to communicate; use original ways to present information and ideas.

Music Voices for Life: Take part in the wellbeing and singing Oratorio project.

Knowledge and Skills Create songs with verses and a chorus; sing or play from memory with confidence; perform solos or as part of an ensemble; sing or play expressively and in tune; hold a part within a round; sing a harmony part confidently and accurately; perform with controlled breathing.

Languages (French) Revision of numbers 1-20; naming animals, naming colours; describing ourselves.

STEAM

Science Forces: Construct systems of gears, levers and pulleys. **Space:** Earth and the Solar System—Why do we have day and night? Does the Sun really move across the sky?

Knowledge and Skills Describe the movement of the Earth, other planets and the Moon; describe the Sun, Earth and Moon as approximately spherical bodies; use the idea of the Earth's rotation; recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect; identify the effects of various forces including gravity.

Computing Choose and use apps to communicate ideas effectively.

Knowledge and Skills Choose the most suitable applications and devices for the purposes of communication; use many of the advanced features in order to create high quality, professional or efficient communications.

Art Explore stone age cave art and the Lascaux paintings; experiment with earth tones and brush techniques to inspire our own replicas.

Knowledge and Skills Use brush techniques and the qualities of paint to create texture; create a colour palette based upon colours observed in the natural or built world.

Design Technology Design and create a prototype miniature crane toy, using pulleys.

Knowledge and Skills Use prototypes, cross-sectional diagrams; develop a range of practical skills to create products; use mechanics in product designs.

Health and Well-Being

PSHE Understanding drugs, alcohol and healthy habits

Knowledge and Skills Understand how drugs (legal and illegal) can affect health and wellbeing; understand how laws around drugs exist to protect us; know why people choose to use or not use different drugs; understand how to ask for help around any concerns about drugs use.

P.E. Dance and Football skills

Knowledge and Skills

Compose and perform imaginative dance sequences; hold a precise and strong body posture.

Choose and combine techniques in game situations; strike a ball with accuracy; defend and attack tactically; act as a good role model within a team.

RE

Hinduism

Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus to lead good lives?

Christianity

Key Question: What is the best way for a Christian to show commitment to God?

Knowledge and Skills

Explain how some teachings and beliefs are shared between religions; explain some of the different ways that individuals show their beliefs; explain the practices and lifestyles involved in belonging to a faith community.

Our Values Love and Friendship (Term 5)
Courage (Term 6)

Philosophy (P4C) How do you become brave even if you don't think you are?

Learning Behaviour Goal We are learning to challenge ourselves and always find ways to improve our work.

Living Well Goal We are learning to take a mindful moment.