

# St Andrew's Church School

Summer Term 21/22 ~ 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. Where did humans go? How far have we come?

We will have some exciting opportunities to work alongside artists and organisations this term, including being part of a project called 'The World Reimagined', aimed at creatively exploring our shared history and the push for racial justice.

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

To explore some of our themes 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** Learning to play the Ukulele!

**Knowledge and Skills:** Understand musical notations of crochets, minims and semibreves; use and understand simple time signatures; play from memory with confidence; perform solos or as part of an ensemble; combine rhythm, melody and chords.

**Languages (French)** Revise names of basic shapes. Colours and numbers.

## 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** Communicate: Video editing (Planning, capturing, and editing video to produce a short film - Microsoft Photos (for Microsoft Windows 10)) Communicate: Vector drawing (Creating images in a drawing program by using layers and groups of objects - Google Drawings)

**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** Work with 44AD and the Royal Commonwealth Society to create an art piece around a local 'Commonwealth Hero. Take part in the 'World Reimagined' Project to create a globe sculpture to be exhibited publicly.

**Knowledge and Skills** Painting: 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. Collage: mix textures (rough and smooth, plain and patterned); combine visual and tactile qualities

**Design Technology** Design and create a prototype automaton toy, using cam wheels.

**Knowledge and Skills** Use prototypes, cross-sectional diagrams; develop a range of practical skills to create products; use mechanics in product designs. Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).

## Health and Well-Being

**PSHE** Understanding drugs, alcohol and healthy habits / What jobs would we like?

**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.**

TERM 5: Orienteering Games / Outdoor Athletics

TERM 6: Gymnastics, / Striking and Fielding Games

**Knowledge and Skills**

Games: Choose and combine techniques in game situations; uphold the spirit of fair play and respect in all competitive situations; strike a bowled or volleyed ball with accuracy; field tactically by anticipating direction of play.

Gymnastics: Create complex and well-executed sequences that include a full range of movements including travelling, balances, flight, rotations, bending and twisting; hold shapes that are strong, fluent and expressive.

Athletics: Choose the best pace for running over distances; compete with others and keep track of personal bests; show control in take-off and landing when jumping.

## RE

**Sikhism:** Prayer and Worship (Sikhism)

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

**Christianity:** God

**Key Question:** What does it mean if God is holy and loving?

**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** Joy (Term 5) / Love and Friendship (Term 6)

**Philosophical Thinking**

How do you know when something is impossible?

**Learning Behaviour Goal**

We are learning to choose resources for learning with greater independence.

**Living Well Goal**