English

- Make Predictions and understand the various vocabulary of language and understand meanings and discuss
- Character descriptions – Bess- Inference and in style of Alfred Noyes
- Storyboarding/'Boxing up' the actual story
- Diary entry from Tim's View- Compare Tim and Highway man
- Debate- who was wrong?
- Story from a different viewpoint
- Chn to work collaboratively to voice some of the main characters thoughts and feelings and to jot down.
- Narrative – suspense writing
- Instructions – how to face fears
- Newspaper report – missing children
- internal monologue, predicting
- Debate – nature vs nurture
- Effective use of co-ordinating conjunctions
- cious/tious endings
- Adverbial phrases –ed clauses as starters
- Use commas to clarify meaning or
- Use brackets dashes or commas to add a word or phrase to a sentence that provides additional information (parenthesis) to avoid ambiguity.
- Cial/tial endings
- Use of hyphen
- What is a verb, noun, adjective, adverb?
- Expanded noun phrases
- Adverbs for possibility
- Converting nouns and adjectives into verbs with suffixes
- Sentence types:Statement/Command/
- Exclamation/Question/Prepositions
- Pronouns, possessive pronoun and relative pronouns /Perfect present tense / Past progressive verb / Prefix and suffix

Comprehension skills:

- **Make Connections**—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.
- **Ask Questions**—Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.
- **Visualize**—Readers make the printed word real and concrete by creating a "movie" of the text in their minds.
- **Determine Text Importance**—Readers (a) distinguish between what's essential versus what's interesting, (b) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (d) compare and contrast ideas or information, (e) discern themes, opinions, or perspectives, (f) pinpoint problems and solutions, (g) name steps in a process, (h) locate information that answers specific questions, or (i) summarize.
- **Make Inferences**—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.
- **Synthesize**—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

Science

- Properties and Changes of materials
- Compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Taking accurate measurements using a data-logger.
- Measuring accurately using a thermometer.
- Reporting and present findings from enquiries, including conclusions, causal relationships and explanations.
- To be able to compare and group together
- Planning scientific enquiry that will answer a question.
- Understanding that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Gain knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Art / D.T.

Cubism - Painting / Collage Portraits

- Create a cubist portrait magazine /newspaper cuttings and artist's work as a stimulus for ideas.
- Explore ideas about Cubism through the work of an artist.
- Explore and develop Cubist techniques.
- Explore different tones in the style of Picasso.
- Explore how oil pastels can be applied.
- Experiment tint, tone and shade using oil pastels

Tapestry

- Learn and practise skills and techniques of tapestry stitching
- Use skills in using different tools and equipment safely and accurately
  - Running stitch
  - Back stitch
  - Satin stitch
  - Stem stitch
- Draw up a specification for their design; develop a clear idea of what has to be done, planning how to use materials, equipment and processes
- Use results of investigations, information sources, including ICT when developing design ideas
- Stitching the outlines in the selected colours/yarns, then infilling using satin stitches.
- Evaluate a product against the original design specification

Mathematics

Decimals

- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding
- Geometry-Properties of Shape
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Position and direction (Geometry)
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.

Measuring / Conversion

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Measure (volume)

- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
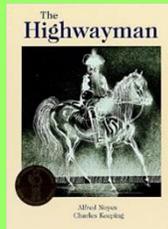
French

- Developing the pupils' understanding of both written and spoken French,
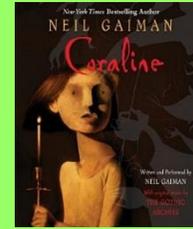- Speaking and writing simple French sentences.

Year 5 Summer Term

Our Topics are:

Crime & Punishment
and
Greeks

Our core texts for the Summer Term are:

The Highwayman by Alfred Noyes and Coraline by Neil Gaiman

Computing & ICT

- -E-Safety & Digital Footprints
- -How to use the internet to conduct efficient and reliable research
- -DB primary curriculum (programming)
- -Using Microsoft office programmes
- The voyage to Van Diemens Land

Geography / History

What was England like in the 1700s? Monarchs? Government? Population? Major Events?
Crime and punishment in the late 1700s and 1800s:
- How did the law work?
- What were the punishments?
- The British Empire
- Where were people taken to?
- What were the journeys like?
- Why were people transported to penal colonies as a form of punishment?

Greeks
- Athens or Sparta?
- Athenian Democracy
- The Grecian/Persian Wars
- What we learn from the Parthenon
- Greek plays and theatre
- Beginning of the Roman Empire

PE

- Swimming
- Net games (including Tennis)
- Competitive Games
- Use and adapt rules, strategies and tactics, using their knowledge of principles of attack and defence
- To know why warming up and cooling down are important
- Athletics

RE.

- What do people believe happens when they die
- How do people mark and mourn a death?
- What do you believe about life and death?
- Discuss of similarities and differences within religions
- Acceptance of all
- Support networks during difficult times – Who can we rely on?

Music

- -To learn how to play chords.
- -To create a tune for a poem.
- -Create a rhythmic musical journey using the places on the pirates treasure map to create the natural rhythms.
- -To add chords and a drone to a tune you have written.