

### Hiltingbury Junior School: Year 5 Summer 1 Curriculum Overview Summary

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>The Wonder Garden</b> – reading comprehension, non-fiction page in the style of the Wonder Garden		RESIDENTIAL	<b>The Wonder Garden</b> – reading comprehension, non-fiction page in the style of the Wonder Garden	<b>Poetry</b>	
<b>Grammar</b>	Language choice for meaning and effect Fronted adverbials for cohesion and effect Relative clauses		RESIDENTIAL	Language choice for meaning and effect Fronted adverbials for cohesion and effect Relative clauses	Figurative language – similes, metaphor and personification in poetry Language choice for meaning and effect	
<b>Spelling</b>	To understand the use of the hyphen	To identify spelling patterns within words ending in -ant, ance, ancy, & ent, ence, ency	RESIDENTIAL	To identify homophones or near homophones	To identify homophones or near homophones	To explore the etymology of words
<b>Reading</b>	<b>Last Bear</b>	<b>Last Bear</b>	RESIDENTIAL	<b>Last Bear</b>	<b>Last Bear</b>	<b>Last Bear</b>
<b>Maths</b>	<b>Decimals</b>	<b>Decimals</b>	RESIDENTIAL	<b>Decimals / Properties of shape</b>	<b>Properties of Shape</b>	<b>Properties of shape</b>
<b>Science</b>	<b>Properties and Changes of Materials (Reversible and Irreversible Change)</b> – In this unit, we will compare and group materials according to their properties and we will use our increasing knowledge to carry out a range of investigations involving dissolving, filtering, sieving and evaporating. We will understand and explore reversible and irreversible change.		RESIDENTIAL	<b>Properties and Changes of Materials (Reversible and Irreversible Change)</b> – In this unit, we will compare and group materials according to their properties and we will use our increasing knowledge to carry out a range of investigations involving dissolving, filtering, sieving and evaporating. We will understand and explore reversible and irreversible change.		
<b>P.E.</b>	<b>Gymnastics</b> – Led by Personal Best Education					
<b>Games</b>	<b>Rounders</b> – We will recap our throwing and catching skills before moving on to develop our bowling and batting skills. Through the unit, we will explore principles for fielding using both the long and short barrier technique. We will apply all of our skills in small, competitive games.					
<b>Computing</b>	<b>Creating Media- Video Editing:</b> Children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.					
<b>History</b>	<b>Vikings</b> – This unit will be driven by the enquiry ‘Who were the Vikings?’. Once we have located the chronology of their time in Britain, we will explore the stereotype image of the Vikings and how they gained this reputation through evaluation of historical sources. We will question if they were more than raiders and the historical evidence that supports this viewpoint.					
<b>R.E.</b>	<b>Courage</b> – We will explore the concept of concept and what this means in the Christian faith. Through our unit, we will discuss people of courage and how courage can be shown in many different ways. We will apply our understanding of courage to our own lives.					
<b>PDL</b>	<b>Money in the Wider World</b> – In this unit, we will learn how to pay for things, how to keep money safe and learn how and why money may affect our feelings.					
<b>ART/DT</b>	<b>Bridges/Pulley Systems</b> <i>The children will use their scientific knowledge of pulleys to make a pulley bridge.</i>					
<b>French</b>	Weather - We will complete our weather unit, with the children having the opportunity to practice and perform their own French weather report. We will focus on using the compass points, the days of the week, weather types and using conjunctions to link sentences. The Planets - We will begin our new learning journey, exploring the use of/order of adjectives in French, as we compare the planets in our Solar System.					
<b>Music</b>	<b>Samba</b> – We will listen to music with a variety of textures, noticing different rhythms, to generate a feel for the Samba style. During the unit, we will then improvise, compose and refine our own rhythms learning to represent sounds with detailed symbols. We will focus on playing simple parts with accuracy and maintaining our independent parts within a group.					