



Hiltingbury Junior School

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YEAR 5

Summer Term
2017 - 2018

English

In the Summer Term, the children will have the opportunity to write their own discussion texts, recognising and arguing from different points of view. Additionally, they will explore the language of persuasion and write their own persuasive letters building on from their excellent persuasive speeches for the public speaking competition.

In narrative writing, children will be writing their own Horror stories! We will focus on characterisation and the use of direct speech to develop character. Children will also begin to explore how to use character development as a way to move their stories forward and continue to develop their skills of organisation, using paragraphs to develop their ideas.

Grammar and Punctuation

We shall be covering: -

- Cohesive paras and use of linking and cause/effect language
- Using a colon to introduce a list
- Consistent use of tense throughout longer pieces of writing
- Use of relative clauses beginning with: who, which, where, when, whose and that.
- Use of a range of sentence types – short, compound and complex – and the use of commas to separate clauses
- Proof-reading

Spelling

This term, our spellings for each week will link clearly to a key spelling rule or convention that links to root words. When approaching these rules, children will be given the spelling rule being taught that week on a Friday to explore for homework and, at times, a selection of words to learn which follow this rule. At other times, the homework will be investigative and the children will be asked to generate their own list of words which fit the spelling rule. Children will be tested on the spelling rule through dictation and will also have opportunities to demonstrate their understanding of the rule through application in their written work. Using their editing pen, the children will also be encouraged to identify their own spelling mistakes in written work.

In addition, the children will:-

- ❖ Use a variety of spelling strategies e.g. sound out, individual dictionaries, spelling patterns and games
- ❖ Develop vocabulary by examining groups and alternatives
- ❖ Have practice with using dictionaries and thesauri

Vocabulary extension will entail using dictionaries efficiently to explore spellings, meanings, and derivations, using alphabetical order, abbreviations and definitions. Children in Year 5 will continue to use 'magpie' books to record interesting words and phrases from their reading. They will be encouraged to try these out independently in their own writing.

Focus on extending children as readers

The children will continue to be encouraged to read a variety of books, reviewing and discussing the books they read. They should become sufficiently confident and independent to reflect upon their reading progress and identify areas for future development.

The children will undertake a responder unit (refer to learning ladders) in which they will develop skills to identify views and opinions. This will be done through a variety of fiction texts and picture books with the theme nature, rainforest (linking to their Brazilian topic) and animals. The texts that we will analyse include 'The vanishing rainforest', 'The Great Kapok tree' and 'Jaguar Trails'.

Following on from this we will work through a big reader unit by exploring and comparing a range of Michael Morpurgo books.

Handwriting

The children will embed their handwriting skills through all writing, focusing on developing our school cursive handwriting style. The children are encouraged to take pride in every aspect of their work and this will be celebrated in class (and assembly) each week.

Mathematics – New Curriculum 2014

The daily maths lesson will help the child become strong in all the skills of numeracy. Throughout the summer term of Year 5, your child will be tackling the following mathematical skills:

- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Round any number up to 1 000 000 to the nearest 10,100,1000, 10 000 and 100 000
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Solve number problems and practical problems that involve all of the above
- Solve problems involving multiplication and division including using their knowledge of factors and multiples squares and cubes.
- Multiply numbers up to 4 digits by a one or two digit number using short and long multiplication
- Divide numbers up to 4 digits using short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Convert between different units of metric measure
- Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m
- Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- Use all four operations to solve problems involving measure using decimal notation, including scaling.
- 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.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Add and subtract numbers mentally with increasingly hard numbers
- Add and subtract whole numbers with more than 4 digits using columnar addition and subtraction
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations to use and why.
- Multiply and divide numbers mentally drawing upon known facts.
- Read, write, order and compare numbers with up to three decimal places.
- Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with the denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of multiple of 10 or 25.
- Solve real life problems involving the above.
- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including time tables

Science

In Summer 1 the children will be learning about the properties of materials and investigating how different materials can change / be changed. They will explore both reversible and irreversible changes.

In Summer 2 children will be learning about the changes to humans as we develop from babies through to old age. This will include the changes that happen to the human body during puberty.

Geography: Rivers and Water

Linked to our Stream Study trip, the children will be learning about Rivers and Water. Within this topic they will be covering the water cycle and the features of rivers including the processes of erosion and deposition and how these affect our landscape. We will also touch on flooding and conservation of water, which may include a visiting speaker from Water Aid.

History: Vikings

The children will develop their knowledge and understanding by exploring a range of sources which will enable them to answer the following questions:

- What image do we have of the Vikings today?
- Why have the Vikings gained such a bad reputation?
- How significant was the longship to the Vikings success?
- How did the Vikings try to take over the country and how close did they get?
- How have recent excavations changed our view of the Vikings?
- What can we learn about Viking settlements?
- Raiders or Settlers: how should we remember the Vikings?

Art & Design

We have spent a lot of time this year learning a variety of art skills and creating a range of pieces of work linked to our Earth & Space and Brazil topics. This term Design and Technology will be our focus.

Design Technology

This term the children will be exploring levers and pulleys as they plan, design, create and evaluate working cranes using a variety of materials. They will learn to:

- Understand what makes an effective pulley/crank system.
- Consider the best materials for making a pulley or crank.
- Practise the main skills required for making their design.
- Use a range of tools and understand the importance of safety.
- Generate a number of ideas, developing a clear idea of what has to be done and identify the main stages.
- Complete their own design, listing materials and step-by-step stages.

Information Communications Technology (ICT)

Our ICT suite continues to provide an excellent facility for all Year 5 children, to experience and develop their computing skills.

In line with the new curriculum for ICT, children will create their own websites and explore issues of copyright. There is also a possibility that the children will use the drawing programme Google Sketchup to support their DT work on designing cranes and/or Viking houses.

Music

Pupils' understanding and enjoyment of music is developed through activities that bring together requirements from performing, composing, listening and appraising.

During the term, the children will be focusing on the Czech composer Smetana and his symphonic poem *Vltava*, which evokes the course of a great river. They will also be composing film music by using major and minor chords to create different moods.

French

In the Summer term, the children will be using the Degas painting *Scène de Plage* as a stimulus for their work. Children will be speaking, listening and responding, and reading and writing descriptions of various settings. Key verbs structures will include 'Il y a...', 'Il est...' and 'Où est...?'.

Physical Education

The children continue to participate in games, gymnastics and athletics. We have games on **Mondays** and offer cricket and tennis in the Summer term. In PE this term we will be covering balance in Summer 1 and street dance in Summer 2. PE takes place in the hall on **Fridays**.

For all these activities children must bring to school and wear the appropriate kit as described in the school prospectus.

Religious Education

Although our RE is in the main Christian, Year 5 also study Islam, looking at the many different aspects of this religion including the festivals, the five pillars of Islam, worship and rituals. In Summer 2 the children will explore the concept of Pilgrimage. By the end of the unit the children will be able to describe how pilgrimage is carried out in Christianity, Islam and Hinduism and why it is important to these religions. They will also consider their own personal response to pilgrimage and apply this concept to situations in their own and others' lives.

PDL (Personal Development and Learning)

- **We're all Different** - Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- **Community** - Take an interest in our community and understand we have a responsibility

towards those living in it.

- **It's my body** (Sex and relationships education that links to the National Curriculum for Science as children learn about the changes that will happen to their bodies as they approach puberty.)

Visits/Visitors

In June, we hope to have a visiting speaker from Wateraid coming to talk to children about the importance of water and shortages around the world.

Year 5's residential trip to Fairthorne Manor takes place in May and will be full of fun and adventurous activities as the children begin to develop independence, self-confidence and a variety of teamwork skills.

Homework

During Year 5 children will continue to benefit from support at home with the practising of spelling and spelling rules (as above), times tables and daily reading. We encourage children to spend 20 minutes a day practising these key skills.

In addition, a weekly homework task will be set on a Friday and due in on the following Thursday. This task will either be a piece of English or a piece of Maths which will link to the learning being carried out in school that week, or a revision of work done in the previous week. Children are encouraged to spend 30 minutes on their weekly task.