



Year 5 Curriculum overview Summer 1

| | Week 1 - | Week 2 - | Week 3 | Week 4- Assessment week | Week 5 - | Week 6 |
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| Enrichment activities | St. George's Day - Patron Saint of England | RSPCA WEEK | | | | |
| English Cracking contraptions!!! Shakespeare | <p>Hook: Literacy working wall</p> <p>Children to look at the contraptions around the classroom and work out what they are for - can they explain to each other what they think it does and how they think it works?</p> <p>Children to develop an understanding of what the word 'explanation' is.</p> <p>Children to explore explanation texts and Draw comic strips to show their understating of how the contraption works.</p> <p>Children will explore the layout of different explanations</p> <p><i>-Chronological order</i></p> <p><i>-Step by step explanations of what it does and why it does it</i></p> | <p>Children will explore the language used within explanation texts</p> <ul style="list-style-type: none"> - <i>Time conjunctions (Next, after, first, finally, etc.)</i> - <i>Model verbs (verbs which show degrees of possibility)</i> - <i>Casual conjunctions (because, therefore, consequently)</i> <p>Children will analyse and use typical sentence structure- cause and effect</p> | <p>Children will watch a clip from cracking contraption</p> <p>Plan their explanation</p> <p>Write an explanation for the cracking contraption</p> <p>Children will then get the chance to create their own and write an explanation for it.</p> | <p>Hook: Murder mystery children to be left clues to lead them into the story of MSND (Mid-summers night's dream)</p> <ul style="list-style-type: none"> -Donkey head -Fairies wings -Magical potion -Poem left by the fairies -Crown <p>Children to explore Shakespeare's work and life</p> <p>Children to retell the story of MSND</p> | <p>Children will analyse the structure and layout of a script</p> <p>Children will analyse the language used within a script</p> <p>Children will follow a script to perform MSND</p> |  <p>Children to use a modernised version of the story to compare</p> <p>Children to write own scripts- groups given a specific scene to write.</p> <p>Children to then perform in an assembly.</p> |





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| <p>Mathematics</p> | <p>WALT: recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentage as a fraction with denominator 100, as a decimal</p> <p>Find percentages of amounts</p> <p><u>Problem solving</u></p> <p>Children will apply methods to a range of problems. Children will explain how they tackled the problem and which problem solving techniques they used.</p> <p><u>Rich real life opportunities</u></p> <p>Planning a holiday to Brazil</p> <p>Designing a Brazilian Holiday home - perimeter and area</p> | <p>WALT: convert between different units of metric measure</p> <p>WALT: understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>WALT: estimate volume and capacity</p> <p><u>Problem solving</u></p> <p>Children will apply methods to a range of problems. Children will explain how they tackled the problem and which problem solving techniques they used. This will include converting from one unit of measurement to another, etc. Children to show how many ways they can show 300 cm</p> <p><u>Rich real life opportunities</u></p> <p>Children to measure accurately with a range of mathematical equipment</p> | <p>WALT: identify 3D shapes, including cubes and other cuboids, from 2D representations</p> <p><u>Problem solving</u></p> <p>Children will apply methods to a range of problems. Children will explain how they tackled the problem and which problem solving techniques they used.</p> <p><u>Rich real life opportunities</u></p> <p>Shapes seen in our environment</p> | <p>WALT: 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</p> |
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| Science | <p style="text-align: center;">Materials and their properties. All children should be able to:</p> <ul style="list-style-type: none"> - Identify materials. - Describe materials' properties. - Identify thermal and electrical conductors and insulators. - Identify materials that are soluble or insoluble in water. <ul style="list-style-type: none"> - Follow instructions to separate mixtures. - Identify irreversible changes. - Predict what will happen in an investigation. <ul style="list-style-type: none"> - Make observations. | | | | | | | | |
| History | <p>Brazil</p>  <p>The aim of this unit is to introduce the pupils to the diverse and unique culture of Brazil. Throughout the unit the pupils will be encouraged to compare the geography of Brazil to that of the UK (an integral element of the new primary curriculum). Pupils will begin by studying the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. They will investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro.</p> | | | | | | | | |
| I can use maps and atlases to find the location of Brazil | | I can compare climates between Brazil and the UK | | I can investigate the difference between urban and rural environments | | I can use research to find out about the living condition in Rio de Janeiro. | | I can write an information report on the Amazon rainforest | |
| Where is Brazil? An identification of the human and physical features | | What is the Brazilian climate like in comparison to the UK? | | What is urbanisation? | | Urbanisation: the great tug of war | | What are the living conditions like in different parts of Brazil? | |
| What is the Amazon rainforest like? | | What is the Amazon rainforest like? | | What is the Amazon rainforest like? | | What is the Amazon rainforest like? | | What is the Amazon rainforest like? | |
| This lesson introduces pupils to the importance of locational and place knowledge. It aims to further develop pupils' geographical investigation and questioning skills. Pupils | | The aim of this lesson is to build upon the pupils' knowledge and understanding of climate in Brazil. They will begin the lesson by watching a | | Within this lesson the pupils will investigate the main reasons why so many Brazilians have moved from the north of the country to the south. They will begin the lesson on their feet. One side of the | | Within this lesson, the pupils will investigate the similarities and differences between the lives of young people living in different parts of Rio de Janeiro. They will discuss and investigate the question | | Within this lesson, the pupils will explore animals and plants of the Rainforest and discover the amazing facts! We will become real life explorers of the Amazon! | |



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| | <p>will investigate Brazil through a series of images and soundscapes from which they will be encouraged to share their current knowledge and understanding of Brazil.</p> | <p>clip from the BBC in which England football coach Roy Hodgson discusses not wanting his team to play in Manaus during the 2014 world cup. They will then discuss and answer the question: Why did the England football team not want to play in Manaus?</p> <p>In the main part of the lesson the pupils will take on the role of geographical investigators. Working in pairs they will use ICT to study climate data from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio, and Curitiba). The pupils will then create their own climate graphs which they will compare in the plenary of the lesson to the climate in the UK.</p> | <p>classroom will represent the urban south (Brasilia) and the other, rural north (The Caatinga). Pupils will begin at the rural end of the classroom and asked to read a series of statements (push/pull factors) and make a decision whether this would make them want to stay in the north or move towards the south</p> | <p>of why sixteen million Brazilians live below the poverty line, before using video links and information pages to create a Venn diagram comparing the lives of young people living in Barra di Tijuca and Rochinha. For the main activity, pupils will create either a birthday list or write a letter in role as a young person living in Rio de Janeiro. The lesson concludes with pupils comparing the lives of young people in Brazil to their own lives.</p> | | |
| Art and DT | Great Artists - Andy Warhol | | | | | |
| Computing | Stop motion animation | E safety/ picture perfect | Excel/ Making choices | | | |



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| RE | <p>Why are some old books still important today?</p> <p>Learners should be able to identify writings which influence modern life and explain their impact</p> | <p>Where did sacred writings come from?</p> <p>Learners should be able to explain the origin and transmission of sacred writings and explain their importance for faith communities today</p> | <p>Why are sacred writings still important today?</p> <p>How might writings from the past influence you?</p> <p>Learners should be able to identify important teachings contained in sacred writings and show the impact they have on the lives of believers today</p> <p>Learners should be able to identify writings which have had an impact on society in general and link these with their own and others' values, choices and behaviour</p> |
| PATHS/RESPECT | <p>Children will be learning about feelings and how to self-regulate, social interactions, and social rules. They will be taught how to solve problems by sharing ideas and working together</p> | | |
| British Values - RESPECT | <p>The EU and democracy</p> | | |
| P.E. | <p>To develop an understanding of what the European Union is. To understand why there is a referendum planned, and to understand the different arguments for staying in or leaving the European Union.</p> <p>To understand the United Kingdom is a democracy, and to understand the difference between a democracy and a dictatorship.</p> | <p>To develop an understanding of what the European Union is. To understand why there is a referendum planned, and to understand the different arguments for staying in or leaving the European Union.</p> <p>To understand the United Kingdom is a democracy, and to understand the difference between a democracy and a dictatorship.</p> | <p>To develop an understanding of what the European Union is. To understand why there is a referendum planned, and to understand the different arguments for staying in or leaving the European Union.</p> <p>To understand the United Kingdom is a democracy, and to understand the difference between a democracy and a dictatorship.</p> |
| <p>Athletics</p> | | | |



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Music

Charanga

