

YEAR 5 CURRICULUM SUMMER TERM

‘LAND OF THE FREE’





Longhill Primary School Year 5 Summer Curriculum

Theme – Land of the free

Driving the Theme:

Geography

As geographers we will study the continent of North America. We will compare and contrast North America with the UK.

Programmes of Study

Locational Knowledge

- Locate the world's countries, using maps to focus on North America, concentrating on their environment regions, key physical and human characteristics, countries and major cities.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, arctic and Antarctic Circle, the prime/ Greenwich Meridian and time zones (including day and night) (build on understanding from year 3)

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and North America.

Human and Physical Geography

- Describe and understand key aspects of : physical geography including climate zones, biomes (briefly discussed to expose terminology), rivers, mountains, water cycle. Human geography including economic activity, trade links, distribution of natural resources including energy, minerals and water.

Geography Skills and Fieldwork

- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom and wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

We will find out about some of the countries, capitals, cities, landmarks and wildlife.

We will start by looking at maps of North America so we can see where it is and name some of its countries as well as identify a range of biomes across the continent.

We will then focus our studies on the USA looking at physical features, e.g. national parks and human features, such as skyscrapers.

We will study some of the diverse cultures across the USA including some Native American people. We will find out about some of the national festivals, such as Thanksgiving. We will explore the origins of the national flag and look at some of the past historical figures such as JFK and Martin Luther King.

We will compare and contrast some of these features, events and people with those in the UK.

History – Past historical figures - link to Geography

Chronological events – shows some understanding and talks with some clarity about the impact of historical events.

Historical Enquiry – Begin to use questions to understand significant events.

Analyse and evaluate the impact of significant people / events in history – A detailed study of a particular famous person and their historical legacy.

Longitudinal Learning

Challenge pupils to discover some of the great historical character.

Writing	Reading	SPaG
<p>Biographies</p> <p>Narrative</p>	<p>One whole class SPIES session per week which covers:</p> <p>S: Sets out the objective for the lesson.</p> <p>P: Probe the text. This focuses on content domain 2a and picks out useful vocabulary and language that will help the children to better understand the text and develop their own vocabulary knowledge.</p> <p>I: Investigate further. This focuses on content domain 2b where children answer retrieval questions.</p> <p>E: Extend the learning. This focuses on content domain 2d where children develop their inference skills.</p> <p>S: Search for meaning. This section changes to cover the remaining content domains.</p> <p><u>Mini Missions:</u></p> <p>There are two further reading lessons in the week. The first is a taught 'Mini Mission' that focuses on further developing the inference skills of the children as this has been identified as an area to improve. The second 'Mini Mission' is an independent activity that focuses on 2b. Children answer a range of retrieval questions presented in a variety of ways. (Find and copy, tick, number, etc.)</p>	<p>Converting nouns or adjectives into verbs using suffixes –ate, ify, ise</p> <p>Verb prefixes – dis, de, mis, over, re</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p> <p>Devices to build cohesion e.g. then, after that, this, firstly</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>

	<u>TEXT</u> The Explorer	
--	-----------------------------	--

Science

Working Scientifically

During years 5 and 6 pupils should be

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scattergraphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying evidence that has been used to support or refute ideas or arguments.

Summer 1

Earth and Space

- To know the movement of the Earth and other planets relative to the sun in the solar system.
- To know the movement of the moon relative to the Earth.
- To know the sun, Earth and moon are approximately spherical bodies.
- To know the Earth rotates
- To know night and day is caused by the Earth's rotation.
- To know and name the planets in the solar system and their order from the sun.

Summer 2

Forces

- To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- To know the effects of air resistance, water resistance and friction that act between moving surfaces.
- To know that some mechanisms, including pulleys and gears allow a smaller force to have a greater effect.

Art	Music
<p><u>Summer 1</u> <u>Printing</u> Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure Can take rubbings from texture to understand and inform their own texture prints Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads</p> <p><u>Summer 2</u> <u>Sculpture</u> Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features Can respond to sculptures and craft artists to help them adapt and make their own work Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <p><u>Charanga</u> Dancing in the Street Reflect, Rewind and Replay</p> <p><u>Continuous Provision</u> Transitions – use music for transitions between activities. Storytelling – Keep a range of musical instruments to hand that pupils use to create a soundtrack to their favourite stories or poems. Warm ups – E.g PE Calm Sessions – e..g after break times.</p>

Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care	
Modern Foreign Languages	
<ol style="list-style-type: none">1. Quel temps fait – il? - Weather and seasons2. Combien de paquets? Numbers 31-60	

Design and Technology

Cooking and Nutrition

- Simple combination of 'Bridge' and 'claw' eg chopping an onion
- Finer grating eg parmesan cheese, nutmeg
- Using the hob and cooker (With adult supervision)
- Cutting and rubbing fat into flour
- Creaming fat and sugar
- Folding flour into creamed mixture
- Develop own recipes depending on taste / purpose.
- Work out how to alter / change quantities.

Choose ingredients and follow a recipe independently.

Cake / muffins building on a basic cake recipe (changing or adding their own ingredient spice)

Quiche or pie

Other topic related food

Where food comes from

- that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

In late KS2 pupils should also know:

- * that seasons may affect the food available
- how food is processed into ingredients that can be eaten or used in cooking

Food preparation, cooking and nutrition

- how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
- that recipes can be adapted to change the appearance, taste, texture and aroma
- that different food and drink contain different substances – nutrients, water and fibre – that are needed for health

<p>PE</p> <p><u>The PE HUB</u></p> <p><u>Summer 1</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sustain pace over short and longer distances such as running 100m and running for 2 minutes • Able to run as part of a relay team working at their maximum speed • Perform a range of jumps and throws demonstrating increasing power and accuracy • <p><u>Table Tennis</u></p> <p><u>Summer 2</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sustain pace over short and longer distances such as running 100m and running for 2 minutes • Able to run as part of a relay team working at their maximum speed • Perform a range of jumps and throws demonstrating increasing power and accuracy <p><u>Fitness</u></p>	<p>RE</p> <p>Discover RE</p> <p><u>Summer 1</u></p> <p><u>Theme</u> Prayers and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> <p><u>Summer 2</u></p> <p><u>Theme</u> Beliefs and Practices</p> <p>Concept: Gospel</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p>	<p>PSHCE- Jigsaw</p> <p><u>Relationships</u></p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I understand there are rights and responsibilities in an online community or social network.</p> <p>I know there are rights and responsibilities when playing a game online.</p> <p>I can recognise when I am spending too much time using devices (screen time).</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p> <p><u>Changing Me</u></p> <p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p>
---	--	---

		<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>I also understand that sometimes people need IVF to help them have a baby.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I can identify what I am looking forward to when I move to my next class.</p>
--	--	---

Computer Science

Mr Andrews Online Curriculum: Digital Apprentice (<https://mrandrewsonline.co.uk/digital-apprentice-3/>)

Create an informative app all about the USA.

Information Technology

- Evaluate my own content against success criteria and make improvements accordingly.

Computer Science

- Use wireframes to plan the build for an app.
- Work collaboratively, using various tools independently for use in my app design.
- Recognise my audience when designing and creating an app.

Digital Literacy

- Assess and justify when it is acceptable to use the work of others and give examples of content that is permitted to be reused.
- Demonstrate the use of search tools to find and access online content which can be reused by others.
- Demonstrate how to make references to and acknowledge sources that have been used from the internet.

Try New Things

Continuous Provision

Win the city challenge