



Year 5 Overview Summer 1

Welcome back to Year 5!

How lovely to head into our last term of Year 5 with lighter mornings and some sunshine! We have lots of exciting learning to do this half term alongside trips to East London Mosque and sports day.

Mathematics

Shape (3 weeks)

- Understand and use degrees
- Classify angles
- Estimate angles
- Measure angles up to 180 degrees
- Draw lines and angles accurately
- Calculate angles around a point
- Calculate angles on a straight line
- Lengths and angles in shapes
- Regular and irregular polygons
- 3-D shapes

Position and direction (2 weeks)

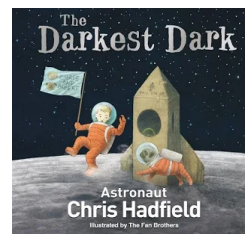
- Read and plot coordinates
- Problem solving with coordinates
- Translation
- Translation with coordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines

Decimals (3 weeks)

- Use known facts to add and subtract decimals within 1
- Complements to 1
- Add and subtract decimals across 1
- Add decimals with the same number of decimal places
- Subtract decimals with the same number of decimal places
- Add decimals with different numbers of decimal places
- Subtract decimals with different numbers of decimal places
- Efficient strategies for adding and subtracting decimals
- Decimal sequences
- Multiply 10, 100 and 1000
- Divide by 10, 100 and 1000
- Multiply and divide decimals- missing values

English

Young Chris is an astronaut. A very busy astronaut. Saving the planet from aliens is much more important than taking baths or going to bed. Because at bedtime the worst sort of alien appears - darkness. But when Chris watches the first televised moon landing, he discovers that there is a dark out in Space that is much darker than he's used to. It's the darkest dark ever, and he realizes that the unknown can be . . . exciting!



Unit Outcome: To write a formal biography about Chris Hadfield

Greater Depth: To include an extra section in informal first person

Audience: People interested in space, astronauts or inspiring stories

Purpose: To inform

Key knowledge:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)
- Commas to clarify meaning and avoid ambiguity
- Link ideas across paragraphs using adverbials
- Use brackets, dashes or commas to indicate parenthesis
- Engage reader through use of description, feelings and opinions
- Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary
- Use real life facts, including dates and place names
- Use thematic language specific to the subject
- Use formal language appropriately

Science

Key Question: **How do humans change as they develop to old age?**

Knowledge for this unit:

- describe the changes as humans develop to old age.

Disciplinary knowledge for this unit (working scientifically)

- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- Pupils should learn about the changes experienced in puberty.
- Pupils should work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Art

Key Question: **Can you use shade and tone to create a self-portrait inspired by William Kentridge?**

Knowledge for this unit:

Sketch books

- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.

Evaluating, analysing and developing ideas and work

- Use the language of the formal elements to describe, analyse and evaluate in both oral and written form.
- Review and revisit ideas by offering and receiving critical advice, confidence and praise to others and respond to feedback positively.

Drawing:

- To know that an artist's technique of applying lines, shapes and tone directly affects the aesthetic of an artwork.



- To know that the drawing medium can be used in different ways to inform mood and can be used to reflect the subject matter.
- To know that artists use a variety of drawing media to achieve a variation in line, texture, tone, colour, shape, and pattern.
- To draw using charcoal and graphite to make observational and experimental drawings.
- To use research to inspire drawings from memory and imagination
- To work in a sustained and independent way from observation, experience and imagination
- To explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape

History

Key Question: Why is the Tower of London significant?

Knowledge for this unit:

- Name significant national events/periods that happened during the timeline of a building.
- Describe 3 or more causes for an event or change.
- Describe how and why buildings change and adapt over long periods of time according to the social/historical context.
- Use a range of evidence to research an idea.



PSHE

Key question for unit: Why are rights and responsibilities important online?

Knowledge for this unit:

- To understand what unique means
- To think about how our personalities and characteristics are all different
- To identify when an online community/social media group feels risky, uncomfortable or unsafe

R.E

Key question: How do beliefs influence actions?

Knowledge for this unit:

- Explain the impact of people's beliefs about the existence of God on their lives and practices
- Appraise different answers to the question about what God is like by a Sunni and Shia Muslims/ Christians/ Hindu and Sikh people thoughtfully
- Suggest reasons for and against people's trust and belief in God



Computing

Key Learning: Fact File Databases

Knowledge for this unit:

- Children look at how a flat-file database can be used to organise data in records. They use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems.

Music

Key Question: Can you play traditional Indian Music?

Listening: 'Anile Vaa? Or choose Indian song'

Performing: Play a drone, a rag and a tala

Experience: learning a diverse range of music

French

Key Learning: French speaking world

Knowledge for this unit:

- Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.

P.E

This half term we will be focusing on Hockey and orienteering.

Key dates

Every **Thursday** is swimming for **Sycamore Class**
PE is every **Wednesday** for **all Year 5 Classes**

Tuesday 14th April- Chestnut Class East London Mosque Trip

Monday 27th April- Rowan Class East London Mosque Trip

Tuesday 19th May- Sycamore Class East London Mosque Trip

Monday 18th May- Sports Day

How to support your child at home with their learning this half term...

Every week we will send home ten spellings and a maths activity linked to what we are learning in class. Please help your child with completing their homework.

Your child should be reading everyday for at least 20 minutes. It's really important that you continue to read with your child, both listening to them and reading yourself. Encourage them to read a wide variety of fiction and non fiction texts of different genres from a range of authors and be sure to discuss and ask questions.