Archbishop Wake CE Primary School

Archbishop Wake CE Primary School Curriculum Objectives Aspiration-Community-Inclusion-Language

Aim high, believe; Fly high, achieve. **Term: Summer** **Year group:** 5 **Main theme for learning: Benin/ Mountains**

English

Writing

- use further prefixes and suffixes
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often
- confused
- use knowledge of morphology and etymology in spelling and understand that the
- spelling of some words needs to be learned specifically.
- use dictionaries and a thesaurus.
- write legibly, fluently and with increasing speed
- plan their writing by identifying the audience for and the purpose of the writing
- draft and write by: selecting appropriate grammar and vocabulary and in narratives, describing settings, characters and atmosphere
- evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to vocabulary, grammar and punctuation.
- proof-read for spelling and punctuation errors
- develop their understanding of the concepts set out in English Appendix 2
- indicate grammatical and other features
- **Reading**
- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Maths

Properties of shape:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
- angles at a point and 1 whole turn (total 360°)
- angles at a point on a straight line and half a turn (total 180°)
- other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Position and Direction:

- 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
- Converting measures:
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Negative numbers:

- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Science

Working scientifically:

- 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, scatter graphs, 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 scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals including humans

- describe the changes as humans develop to old age.

Computing

Databases

- I can explain how information can be recorded
- I can navigate a flat-file database to compare different views of information
- I can combine grouping and sorting to answer more specific questions
- I can choose which field and value are required to answer a given question
- I can choose which field and value are required to answer a given question
- I can present my findings to a group

Programming

- I can modify a condition in a program
- I can identify the condition and outcomes in an 'if… then… else…' statement
- I can design the flow of a program that contains 'if… then… else…'
- I can identify the outcome of user input in an algorithm
- I can test my program
- I can identify ways the program could be improved

RE

People of God

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Sikh Faith

- We are learning to understand the relevance of Sikh stories today.

History/Geography

<u>Geography</u>

- **Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements;**
- **Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover;**
- **Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;**
- **Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains;**
- **Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward;**

<u>History</u>

- Pupils are able to locate Benin region of Nigeria on world map and the period when it was at its height on a pre-marked timeline containing other periods they have studied
- They learn that West Africa invented the smelting of copper and zinc ores and the casting of bronze as early as 10th century. Pupils realise that Benin still exists as a civilization with its Oba, palaces court, artist
- Pupils grasp that we have to rely on written accounts that come from a later period mainly four or five hundred years later.
- Pupils grasp that the brass plaques are a rich source of evidence. We rely a lot on these 15th Century plaques but they show only men.
- Pupils make deductions of increasing sophistication as they learn more about the context of 10th century Benin and the arrival of the European traders.
- They can arrive at their own judgement supported with good reasons.

Art

Fashion design- Textiles

- explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.
- Listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.
- use my sketchbook to make visual notes to capture key ideas about how the designers work.
- Understand how 2d shapes can become 3d form and the relationship they have to our bodies.
- share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond.

Design Technology

Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

Music

<u>Words, meaning and expression</u>

How does music explore our way of life?

- How music can play a significant part in helping us get through our daily life, in improving our quality of life and in being a part of – even shaping – our way of life.
- Music's psychological impact, which is increasingly recognised, including in scientific research.
- How listening to music might accompany every step of someone's working day.
- How (on a larger timescale) music punctuates the important parts of many people's lives. Every step of the way, music is there.
- How musical artists are often role models and influencers who are admired and followed or considered as moral guides.
- How songs that are a part of our identity and history are often very consoling and reassuring in times of need.

<u>Identifying important musical elements</u>

How does music connect with the environment?

- How music is a very natural aspect of humanity.
- How, physically, all our instruments have come from the resources we have around us.
- Understand that the sound of musical instruments is the sound of human creativity manipulating and engaging with the materials and properties of the world around it.

PE

- use running, jumping, throwing and catching in isolation and in combination
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

PSHE

<u>Growing and changing</u>

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.

<u>French</u>

- learn the numbers 1- 50
- learn how to ask where someone is going, and how to say where you are going
- be introduced to the days of the week
- create complex spoken sentences on world clocks using the subordinating conjunction quand
- be introduced to verb phrases that describe leisure activities
- learn about the infinitive form of the verb
- learn to create "purpose clauses" to express what I am going to do.
- use the structure pour + infinitive
- be introduced to the 5th arrondissement and its monuments
- practice creating spoken sentences to say where I am going, and for what purpose
- revise how to talk about what there is in the garden
- practise simple conversations to exchange personal information