

## Year 5 Curriculum Overview Cycle B, Summer 2, 2023

Reading	Writing	Maths	Science (continued from last half term)
<p><b>Texts:</b> Holes by Lois Sachar The Island by Armin Greder The water Tower by Gary Crew</p> <p><b>Key Learning:</b> Produce a succinct summary, paraphrasing the main ideas from across the text or sources. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.</p>	<p><b>Text Drivers:</b> Holes by Lois Sachar</p> <p><b>Key Learning:</b> Use a wide range of devices to build cohesion between paragraphs Content is balanced e.g. between action/description/dialogue, fact and comment Edit sentences by either expanding or reducing for meaning and effect Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Link ideas across paragraphs through tense choice (he had seen her before) Link ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Use expanded noun phrases to convey complicated information concisely Use model verbs or adverbs to indicate degrees of possibility</p>	<p><b>Key Learning:</b> Multiply numbers up to 4-digits by a one- or two-digit number, drawing upon known facts Divide numbers up to 4-digits by a one- digit number, introducing short division and interpreting 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 using their knowledge of factors and multiples Solve problems involving multiplication and division, including scaling by simple fractions. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Construct arrays to show that prime numbers (p) have exactly one array (1 x p) Recognise and use square numbers and cube numbers and the notation for (2) and (3). Construct arrays for square numbers to show that square numbers have an odd number of factors since one is repeated (e.g. 16 can be constructed as 1 x 16; 2 x 8 and 4 x 4 ~ factors are 1,2,4,8,16) Solve problems involving all four operations including using their knowledge of factors and multiples, squares and cubes.</p>	<p><b>Enquiry Question:</b> Evolution and Natural Selection: How has our planet changed over time? How has this happened?</p> <p><b>Knowledge/understanding:</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><b>Skill(s)/process(es):</b> Identify scientific evidence that has been used to support or refute ideas or arguments</p>

RE	PSHE	PE	Computing	MFL (French)	History
<p><b>Concept:</b> Pondering</p> <p><b>Key learning:</b> This unit follows on from the study of Ramadan and Eid in Summer 1. In 'pondering time' (see below), children will direct their own enquiry and investigation into one of the following Dharmic festivals: Mahashivrati (Hinduism) Diwali (Hinduism) Wesak (Buddhism) Baisaki (Sikh)</p>	<p><b>Unit Name:</b> RSE</p> <p><b>Key Learning:</b> We will be talking about transition and change, emotion around change and how we can deal with these.</p> <p><b>Know the main physical and emotional changes occurring in puberty and how that will affect our bodies</b></p> <p><b>Understand in greater detail how puberty affects the body and emotions</b></p> <p><b>Ask questions about puberty with confidence</b></p> <p><b>Describe how to manage physical and emotional changes</b></p> <p><b>Know that there are some changes over which we have no control, but some over which we do have control and can make choices</b></p> <p><b>Explain the importance of physical hygiene and how to stay clean during puberty</b></p> <p><b>Know that their concerns and worries during puberty are shared by others</b></p> <p><b>Know how to get help and support during puberty</b></p> <p><b>Know that their body belongs to them and that they can say who has access to it</b></p> <p><b>Consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use</b></p>	<p><b>Unit Name:</b> Athletics</p> <p><b>Key Learning:</b> Physical: pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance Social: collaborating with others, supporting others Emotional: perseverance, determination Thinking: observing and providing feedback</p>	<p><b>Unit Name:</b> Scratch</p> <p><b>Key Learning:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Unit Name:</b> Numbers to 100 and plurals</p> <p><b>Key Learning:</b> <b>Listening:</b> Understand the main points and some of the detail from a short text.</p> <p><b>Grammar and speaking:</b> Use a bilingual dictionary to look up new words.</p> <p><b>Language learning skills:</b> Begin to read familiar words independently.</p>	<p><b>Unit Name:</b> Islamic Civilisations</p> <p><b>Key Learning:</b> When/where early Islamic civilization developed. Explain where/what the House of Wisdom was Discuss some areas of science and learning where the Islamic civilization was more advanced than here during that period and name some important Islamic scholars Understand the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by faith and a culture of openness to ideas new and old wherever they came from</p>