

## Year Five

### Summer Term – ‘Travelling Back in Time’

As readers, our children will use the following texts to support their learning:



#### Fiction

‘The Highland Falcon Thief’ by M G Leonard and Sam Sedgman

‘Skyward: The Story of Female Pilots in WWII’ by Sally Deng

‘Thursday’s Child’ by Noel Streatfeild

#### Non-Fiction

‘Amazing Transport’ by Tom Jackson and Chris Mould

#### Poetry

‘The Highwayman’ by Alfred Noyes

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

- **diary extract** – linked to main character in class novel
- **biography** - World War II pilot diaries
- **rewrite poem as a story** – *The Highwayman*
- **persuasive writing** – build a railway/canal from Moorends to ...
- **narrative** – story with an alternative ending
- **non-chronological report** – the local canal

#### Marshland Moments

41. Ride on a train
42. Send an email to Mrs Tomlinson
43. Know how to be safe near the canals

#### Key Events

National Railway Museum

#### Engaging Parents

##### Art Exhibition

Opportunity for parents and carers to see their child’s art work displayed

As Y5 mathematicians, our children will access the ‘Mathematics Mastery’ programme. Due to lockdown, there will be a focus on covering the spring term units:

- Fractions and Decimals – *understand and use numbers with up to 3 decimal places; read and write decimals involving measure with all four operations*
- Angles – *estimate and compare acute, obtuse and reflex angle; draw given angles, measuring in degrees; identify totals of angles at a point and on a straight line*
- Fractions and percentages - *understand percentages and convert to fractions/ decimals; add/ subtracts fractions with different denominators; multiply fractions by whole numbers; solve problems with all of the above*
- Transformations - *identify and describe translations and position of shapes with appropriate language; deduce missing lengths and angles*

<p><b>As Y5 scientists, our children will work scientifically:</b></p> <ul style="list-style-type: none"> <li>- planning different enquiries, taking measurements and using a range of scientific equipment</li> <li>- recording data and results and presenting these using a range of methods</li> <li>- using test results to make predictions and carry out further tests and reporting and presenting their findings</li> <li>- identifying scientific evidence that has been used to support or refute ideas</li> </ul>	<p><b>The children will also study the following two units:</b></p> <table border="1"> <tr> <td data-bbox="1016 156 1644 437"> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater impact</li> </ul> </td> <td data-bbox="1644 156 2040 437"> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>- describe the differences in the life cycles of a mammal, amphibian, insect and a bird</li> <li>- describe the life process of reproduction in some plants and animals</li> </ul> </td> </tr> </table>		<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater impact</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>- describe the differences in the life cycles of a mammal, amphibian, insect and a bird</li> <li>- describe the life process of reproduction in some plants and animals</li> </ul>
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<p><b>As designers and users of technology, our children will develop their technical knowledge by:</b></p> <ul style="list-style-type: none"> <li>- applying their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understanding and using mechanical systems in their products</li> </ul>	<p><b>As artists, our children will:</b></p> <ul style="list-style-type: none"> <li>- create sketch books to record their observations and use then to review and revisit ideas</li> <li>- improve their mastery of art and design techniques, including painting</li> </ul>			
<p><b>As historians, our children will develop an understanding:</b></p> <ul style="list-style-type: none"> <li>- by studying local history, with a focus on transport</li> </ul>	<p><b>As geographers, our children will:</b></p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom</li> <li>- use the eight points of a compass, four and six-figure grid references, symbols and a key</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area</li> </ul>			
<p><b>As linguists, our children will study French by:</b></p> <ul style="list-style-type: none"> <li>- using greetings</li> <li>- using numbers 1 - 20</li> <li>- responding to instructions</li> <li>- responding to questions</li> <li>- recognising family vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- recognising the days of the week</li> <li>- knowing most of the colours</li> <li>- recognising the names of the UK countries</li> <li>- responding to questions about likes and dislikes with a single word</li> <li>- recognising negative responses</li> </ul>	<p><b>As musicians, our children will:</b></p> <ul style="list-style-type: none"> <li>- listen with attention to detail to the music genre of 'Motown'</li> <li>- improvise and compose music for a range of purposes</li> <li>- use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression</li> <li>- use and understand staff and musical notations</li> <li>- develop an understanding of the history of music</li> </ul>		
<p><b>In physical education, our children will:</b></p> <ul style="list-style-type: none"> <li>- take part in outdoor and adventurous activity, both individually and within a team</li> <li>- use running, jumping, throwing and catching in isolation and in combination.</li> <li>- develop flexibility, strength, technique, control and balance</li> <li>- compare their performances with previous ones and demonstrate improvement and within a team</li> </ul>	<p><b>In Personal, Social and Health Education, our children will study:</b></p> <p><b>Relationships</b> – <i>exploring mental health, how we deal with love and loss and manage our feelings, and taking responsibility for technology use</i></p> <p><b>Changing Me</b> – <i>discussing self and body image and how we change through puberty, and exploring how we communicate physical attraction (including sexting)</i></p>			
<p><b>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the line of enquiry:</b></p> <p>If God is everywhere, why go to place of worship? – <i>focus on 'expressing'</i></p>	<p><b>As computers and users of technology, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- creating games</li> <li>- using concept maps</li> <li>- using programmes for 3D modelling</li> </ul>			