

## Year Five

### Summer Term – ‘Back to the Future’

As readers, these are some of the texts our children will use to support their learning:

#### Poetry

‘Britain’ by Benjamin Zephania

#### Plays

Curious Cases (Pearson)

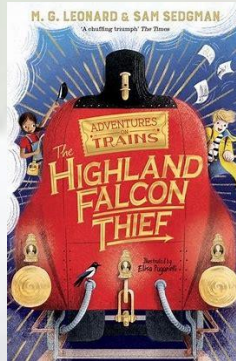
#### Non-Fiction

Persuasion

Discussion

#### Fiction

‘Highland Falcon Thief’ by M. G. Leonard & Sam Sedgman



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

Poetry

Non-chronological reports

Letters - recount

Newspaper reports

Narratives

Adverts – persuasio

#### Marshland Moments

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

#### Key Events

Doncaster Museum  
(by train)

As Y5 mathematicians, our children will know and remember these basic skills:

#### COUNTING

- I can partition a 3 decimal place number
- I can understand 3 decimal place numbers
- I can understand 5,6,7,8-digit numbers
- I can count in -25's
- I can find the gap between 2 negative numbers

#### LEARN ITS

#### CONSOLIDATION

#### IT'S NOTHING NEW

- I can multiply whole numbers and decimals by 1000
- I can divide whole numbers and decimals by 1000
- I understand prime numbers

As mathematicians, our children will learn:

#### Weeks 1 -3 – Geometry

Shape

#### Weeks 4 – 5 – Geometry

Position and Direction

#### Weeks 6 – 8 – Number

Decimals

#### Weeks 9 – Number

Negative Numbers

#### Weeks 10 – 11 – Measurement

Converting units

#### Week 12 – Measurement

Volume

|   |  |
|---|--|
| <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> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- describe the changes as humans develop to old age.</li> </ul> <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>As designers and users of technology, our children will develop their knowledge of mechanical systems by designing and making:</b></p> <p><b>Mechanical Systems – Pulleys and Gears</b></p> <p><b>Existing Products: models of moving vehicles with pulleys and gears</b></p> <p>Can children make a moving vehicle using pulleys and gears?</p>  | <p><b>As artists, our children will study:</b></p> <p><b>Collage</b></p> <p><b>Outcome: Collage of a railway station</b></p> <p>Link: <a href="#">Local History Study - Transport</a></p>  |
| <p><b>As historians, our children will develop an understanding of:</b></p> <p><b>Why is Doncaster important in the development of the rail industry?</b></p> <p><a href="#">A local history study</a></p>  | <p><b>As geographers, our children will study:</b></p> <p><b>Local Area Study</b></p> <p>How has transport changed our locality?</p> <p>Canals, Trains and Planes</p> <p>Link: <a href="#">Local History of Transport</a></p>  |
| <p><b>As linguists, our children will use and learn French vocabulary linked to:</b></p> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- The Environment</li> </ul>   | <p><b>As musicians, our children will study:</b></p> <p><b>Dancing in the Street – Genre: Motown</b></p> <p><b>Reflect, review and Replay – Genre: Various</b></p>   |
| <p><b>In physical education, our children will develop their knowledge and skills in:</b></p> <ul style="list-style-type: none"> <li>- outdoor adventure, with a focus on becoming leaders</li> <li>- athletics, with a focus on how athletes train.</li> </ul>   | <p><b>In Personal, Social and Health Education, our children will study:</b></p> <p><b>Relationships – exploring mental health, how we deal with love and loss and manage our feelings, and taking responsibility for technology use</b></p> <p><b>Changing Me – discussing self and body image and how we change through puberty, and exploring how we communicate physical attraction (including sexting)</b></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?</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>   |