



**CURRICULUM INFORMATION - SUMMER TERM 2018**  
**YEAR 5**

We hope that you find the following information useful. This shows what your child will be learning this term.

**Please note P.E. will be on the following day: Tuesday (outdoor) Wednesday (indoor)**

(It is preferable to have PE kit in school all week in case children are involved in clubs or house events)

Learning and Curriculum	
<b>Literacy</b>	<p><b>Persuasive Writing (The day the Crayons quit):</b> Use of modal verbs to indicate possibility. Formal and informal language and understanding when is appropriate to use these styles of language. Structuring a balanced argument using evidence to support claims. Persuasive devices such as rhetorical questions, rule of three, imperatives and hyperbole.</p> <p><b>Report Writing (Shackleton's Journey):</b> Explore features of non-chronological reports and how they guide the reader through the text. Note taking – summarising information and focussing on what is important. Technical vocabulary relevant to the topic and using them appropriately within the context. Subordinating conjunctions. Sentence types. Expanded noun phrases, parenthesis and relative clauses which incorporate figurative language (similes, metaphors, personification.) Non-fiction comprehension.</p> <p><b>Narrative:</b> explore vocabulary choices and how they can impact on meaning, create tension and build suspense. Look at synonyms and their shades of meaning. Investigate the power of punctuation and sentence structure and how they impact on the reader. Figurative language to enhance description. Using clues from the text to make inferences and predict what will happen next.</p> <p><b>Narrative Poetry (cloud busting):</b> using evidence from the text to support inferences. Unpicking figurative language and how it aids description. Using relative clauses and circumstances where you can omit the relative pronoun. Performance poetry, making sounds and using our voices to create tension and rhythm. Summarising key points of the narrative and highlighting the themes and mood of the poem.</p>
<b>French</b>	Seasons; weather; clothing and Holiday activities; writing postcards.
<b>RE</b>	<p>Christianity: What is a creed?</p> <p>Lord's prayer; Prayer stations</p> <p>How can churches help us to understand Christian beliefs?</p>
<b>Art</b>	Greek Vases (linked to topic)
<b>Topic (History and Geography)</b>	<b>Ancient Greece:</b> placing the ancient Greek civilisation accurately on a time line and demonstrating an understanding of BC and AD; describing important features of life in ancient Greece; gaining and deploying a grounded understanding of empire, civilisation and parliament; continuing to develop chronologically secure knowledge and understanding of world history; understanding the reasons for and results of key events; interpreting an event from one perspective and in so doing showing an appreciation of other possible interpretations;
<b>Music</b>	<p>Martha And The Vandellas: Dancing in the street</p> <p>Reflect, Rewind and Replay: reviewing the learning from this year.</p>
<b>PE/Games</b>	<p><b>Gymnastics:</b> creating, practising and refining more complex sequences as a group. Perform differently styles clearly and fluently whilst achieving effective body shapes and actions.</p> <p><b>Athletics:</b> running for distance and speed; throwing with accuracy and jumping, with control, for distance.</p> <p><b>Rounders:</b> Use a range of fielding skills (e.g. throwing, catching, bowling, intercepting) with growing control and consistency.</p>
<b>Numeracy</b>	<p><b>Numbers:</b> adding, subtracting, ordering and sequencing decimals.</p> <p><b>Geometry:</b> Identifying key properties of shapes; calculating missing angles in a range of 2D shapes; measuring, estimating and drawing angles; naming shapes. Position and direction: points of a compass and coordinates.</p> <p><b>Measurement:</b> estimating and measuring lengths and capacity; converting between units of measure; using apparatus to measure distance and capacity.</p>
<b>Computing</b>	Continue to use ICT in a cross-curricular manner including: SketchUp Computer aided design, creating an interior to a building, and creating, designing and developing a website.
<b>DT</b>	<b>Cooking:</b> Exploring origins of popular dishes; revising the importance of eating a healthy and varied diet; practice skills of slicing, peeling and dicing.

<b>Science</b>	<b>Earth and Space:</b> recognising that the Earth, Sun and Moon are spherical and support this with evidence; explain in terms of the rotation of the Earth why shadows change and the Sun appears to move across the sky during the course of the day; recognise that it is daylight in the part of the Earth facing the Sun, that the Moon orbits the Earth and identify patterns in secondary data about sunrise and sunset.
----------------	--

<b>Homework Timetable</b>	
<b>Day</b>	
Monday	Literacy and Spellings
Tuesday	Numeracy
Wednesday	Topic
Thursday	Reading/Reading Comprehension
Friday	
Homework is set in accordance with DCSF guidelines and the school homework policy. As a guide, it should take about 30 – 40 minutes per night.	
In most cases the children have 2 days to complete formal homework unless it is project based when a longer period to research and present their findings is given by the teacher.	