

## Mathematics

### Decimals

Adding decimals within 1. Subtracting decimals within 1. Complements to 1. Adding decimals – crossing the whole. Adding decimals with the same number of decimal places. Subtracting decimals with the same number of decimal places. Adding decimals with a different number of decimal places. Subtracting decimals with a different number of decimal places. Adding and subtracting wholes and decimals. Decimal sequences. Multiplying decimals by 10, 100 and 1,000. Dividing decimals by 10, 100 and 1,000.

### Geometry: Properties of Shape

Measuring angles in degrees. Measuring with a protractor (1). Measuring with a protractor (2). Drawing lines and angles accurately. Calculating angles on a straight line. Calculating angles around a point. Calculating lengths and angles in shapes. Regular and irregular polygons. Reasoning about 3-D shapes.

### Geometry: Position and Direction

Position in the first quadrant. Reflection. Reflection with coordinates. Translation. Translation with coordinates.

### Measurement: Converting Units

Kilograms and kilometres Milligrams and millilitres Metric units Imperial units Converting units of time Timetables

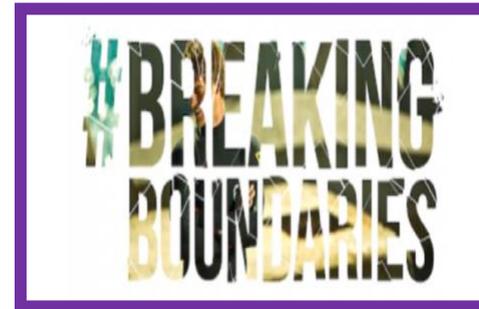
### Measurement: Volume

What is volume? Compare volume. Estimate Volume. Estimate Capacity.



Y5 term 5 & 6

Breaking Boundaries



## Geography/History

Know major space locations across the world. Identify how people affect the environment and recognise ways in which people try to manage it. Begin to understand human geography, including: economic activity and the distribution of natural resources including energy and water.

Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and develop the appropriate use of historical terms in relation to space exploration. Address and devise historically valid questions about change, cause, similarity and difference, and significance. (Martin Luther King & Malala Youafzai). How did/have these people change the course of history and the way people think. How have buildings changed and how will buildings need to evolve and change in the future?

## English

Newspaper report and Narrative. Persuasive letter writing. Research skills leading to writing a biography.

### Skills covered:

Select vocabulary and grammatical structures that reflect the level of formality required  
Use of embedded clauses

Use of inverted commas and commas avoids any ambiguity in writing

Varying the position of the subordinate clause in a sentence. Use of compound/ complex sentences.  
Choose resources e.g. Dictionaries/ thesauruses to check spellings, word meanings in order to edit and improve work.

Create atmosphere by describing characters and settings; making appropriate vocabulary choices; varying sentence lengths and integrating dialogue.

Make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.

Draft and write by using some organisational and presentational devices to structure text and to guide the reader

Can select verb forms for meaning and effect.

Often punctuation for parenthesis mostly correctly

Apply knowledge & understanding of spelling rules and patterns taught in Year 5 in independent writing.

## D&T / Art

To become proficient in art, craft and design techniques including sewing.  
Learn about architects and designers in history (Ralph Allen, Zahar).

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] – Creating Eco home model and scale drawing.  
Make a book for their biography.

Design and produce a front cover  
To improve their mastery of art and design techniques, including drawing and painting.

## P.E.

**Handball** : Understand basic skills (throwing & catching) and tactics. Understand and apply rules, resources and adapt rules.

**Rounders** : Understand the rules of rounders. Improving throwing skills : Overarm and underarm. Improving catching skills. Develop batting skills & develop tactics to improve game.

**Athletics**: Consolidate existing skills and gain new ones. Perform actions and skills with consistent control and quality. Apply rules and conventions for different activities. Identify what makes a performance effective. Suggest improvements. Use running, jumping, throwing, and catching in isolation and in combination. Using different techniques for long and short distances.

## Religious Education

**Islam**: Continuing with Understanding the religion of Islam (Focus: 5 Pillars, Ramadan and Islamic Rituals and Symbolism)

**Christianity - People of God**: What is it like to follow God?

**Christianity - Digging Deeper**: How can following God bring justice and freedom? Revisiting the importance and meaning of

**Pentecost** to our school community.

## PSHE

Managing feelings/Gratitude/Citizenship

Key Skills: Self-regulation (including managing strong emotions e.g. negativity and impulse)  
Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively.

Money – difference between needs and wants

Spending and saving – Financial Awareness

Understanding what families need to spend their money on – budgeting.

Reviewing Goals. Change/moving on

## Music/ICT

**Music and ICT collaboration**: Pupils compose musical phrases and write algorithms to play their phrases on pitched instruments (e.g. glockenspiels). Unplugged lesson composing musical phrases. Programming musical phrases in MakeCode. Unplugged lesson on communicating with gestures. Making the micro:bit into a musical instrument. Modifying music programs, reviewing learning and evaluating micro:bit as an accessible musical instrument. Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Have repeated practical experience of writing computer programs in order to solve problems. Can evaluate and apply information technology.

## MfL/ French

Count 0-50.

Ask and use directions.  
Use adverbial phrases of time.

Construct longer spoken sentences on leisure activities

Construct simple written sentences.

Name the main colours