


Summer 2

Year 5 Half-termly Curriculum Overview:



English	Maths	History / Geography
<p>Reading opportunities: 'Pig Heart Boy' by Malorie Blackman 'The Secret Diary of Jane Pinny' by Philip Ardagh 'What is red?' by Cristina Rosetti</p> <p>Writing opportunities: Informal letter Opening chapter Diary entry Information text Poetry – What is...?</p> <p>Grammar and Punctuation: Grammar and spelling revision ready to progress into Year 6</p>	<p>Fractions: To find equivalent fractions of unit-fractions. To find equivalent fractions of non-unit fractions. To identify, find and shade fractions of shapes. To convert mixed numbers into improper fractions. To convert improper fractions into mixed numbers. To identify and continue fraction sequences. To compare fractions with the same numerators and denominators. To compare fractions with different denominators. To order fractions. To compare and order fractions greater than one. To simplify fractions. To use the four operations with fractions.</p>	<p>The Industrial Revolution: To understand what the Industrial Revolution was. To consider what life was like during the Industrial Revolution. To examine how the textile industry changed during the Industrial revolution. To look at the impact the Industrial Revolution had on Leicester. To ask why iron and coal were important to the Industrial Revolution. To research the impact of the Industrial Revolution on Groby.</p>
Science	Religious Education	Design & Technology
<p>Getting Older: To order the stages of human life. To consider how babies develop. To understand the physical changes in puberty. To also understand other features of puberty. To understand how adults age.</p>	<p>Christianity: What is the best way for a Christian to show commitment to God?: To understand what is meant by commitment. To research the Ten Commandments. To understand how praying and going to church show commitment to God. To think of and share my own views about commitment.</p>	<p>Mechanical Systems, Pulleys or gears (Fairground Rides): To understand how pulleys and gears work. To look at a range of familiar products that use rotating parts. To investigate ways of using electrical motors to create rotating parts. To investigate ways of making a framework for a fairground ride. To design a fairground ride with a rotating part. To make a fairground ride following To evaluate a finished product.</p>

Computing	PSHE	Physical Education
<p>Selection in quizzes Exploring selection in programming to design and code an interactive quiz:</p> <p>To experiment with a 'repeat until' loop.</p> <p>To use a condition in an 'if... then...' statement to produce a given outcome.</p> <p>To show that a condition can switch program flow in one or two ways.</p> <p>To use a condition in an 'if... then... else...' statement to produce given outcomes.</p> <p>To design a physical project that includes selection.</p> <p>To create a controllable system that includes selection.</p>	<p>Coping with Change; Puberty and Emotions:</p> <p>To identify the physical and emotional changes that take place during puberty.</p> <p>To describe ways to manage the changes in puberty and know where to ask for help if needed.</p> <p>To identify emotional changes that may happen during puberty.</p> <p>To describe ways in which our emotions may change and how to respond.</p> <p>To identify changes during puberty that we cannot control and ways to manage these.</p> <p>To identify to whom and where we can go for advice and support if we need it.</p> <p>To learn how to give advice and support to others who might need it.</p>	<p>Cricket:</p> <p>To hit the ball on both sides of my body into space away from fielders.</p> <p>To direct the ball away from fielders into space, varying the speed and angles at which I strike the ball.</p> <p>To change the way I am batting depending on the game situation.</p> <p>To adapt my own tactics in order to improve my performance.</p> <p>To outwit the opposition as a team.</p> <p>To communicate with my batting partner when batting.</p> <p>To adjust my shot selection based on where the fielders are positioned.</p> <p>To take the role of the team captain, leading and organising their team.</p>
MFL - French	Music	
<p>Les Vetements: Items of clothing and the verb 'to wear':</p> <p>To recognise and recall from memory 21 items of clothing.</p> <p>To explore the regular 'er' whole verb present tense conjugation of the verb <i>porter</i> (to wear).</p> <p>To use the verb <i>porter</i> to describe what I and possible somebody else is wearing.</p> <p>To revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</p> <p>To learn about French Culture - Bastille Day 14th July 2023.</p>	<p>Identifying important musical elements: <i>How does Music connect us with the environment?</i></p> <p><u>Understanding Music:</u> Tempo: <i>Allegro</i> – at a brisk speed 120 bpm Time Signature: 5/4 – there are five crotchet beats in each bar Key Signature: C major – no sharps or flats in the key signature Rhythmic patterns: - minims, dotted crotchets, crotchets and quavers</p> <p><u>Songs:</u> You and Me – Pop A Bright Sunny Day – 20th and 21st Century Orchestral You Belong with Me – Rhythm and Blues</p> <p><u>Improvising:</u> Using 6/8 time signature; C major and notes:</p> <p>C, D, E, F, G, A, B</p> 	
<p>Class Novel: 'Cogheart' By Peter Bunzl</p>		