

# Summer Term - Year 5



Stocksbridge  
Junior School

## English



### Writing

- Writing to discuss – linked to deforestation.
- Writing to recount (a diary entry)
- Writing to persuade (an advert).

### SPaG

Spelling, punctuation and grammar skills, including:

- Spelling homophones and near homophones.
- Introduce adverbs of possibility.
- Add appropriate adverbials into sentences/ paragraphs.
- Identify extra clauses at the opening of a sentence.
- Identifying a clause or phrase that is embedded within the sentence.
- Improve paragraphs by adding adverbials.
- Identify correct and incorrect use of commas.
- Use commas for lists.

**Class Reader: The Explorer** by Katherine Rundell and **The Secret Garden** by Frances Hodgson Burnett



## Reading

In Reading, we are studying **extracts** based on the **Amazon Rainforest**. We will be focusing on fluency, activating background knowledge, exploring unfamiliar vocabulary different question types, including retrieval and inference questions.

Next, half-term, we will then begin our next Novel Study, which will be 'The Secret Garden' by Frances Hodgson Burnett.

## Mathematics

In Mathematics, we are learning to:

- Understand, classify, estimate and measure angles.
- To identify regular and irregular polygons.
- To identify 3-D shapes from 2-D representations.
- To read and plot coordinates.
- To identify, describe and present the position of shapes after a reflection or translation.
- To add and subtract decimals.
- Efficient strategies for adding and subtracting decimals.
- To solve problems involving numbers up to 3 decimal places.
- To multiply and divide decimals by 10, 100 and 1,000.
- Interpret negative numbers in context.
- To count forwards and backwards through zero.
- To compare and order negative numbers.
- To convert between different units of metric measure.
- To solve problems converting between units of time.
- To estimate volume and capacity.

## Geography

In Geography, we are extending our learning of the **Amazon Rainforest** to the continent of **South America**, focusing predominantly on **Rio and South-East Brazil**.

We will look at:

- The human and physical features of South America.
- Comparing human and physical features in the UK.
- The countries and capital cities in South America.
- The concept of time zones and why we have different time zones around the world.
- Investigating the impact of urbanisation in Brazil
- Discovering why Rio de Janeiro is known as a city of two halves.

## Science

In Science, we are moving onto the study of **Biology**.

We will be learning about '**Living things in their habitats: Lifecycles**'. We will be looking at:

- **What is a lifecycle?**
- **How are the life cycles of birds and amphibians different from mammals?**
- **What are the main stages in the life cycle of insects?**
- **What is pollination in the lifecycle of a flowering plant?**
- **What happens to seeds in the life cycle of flowering plants?**
- **Who has contributed to our understanding of life cycles?**

We will then learn about '**Animals, including humans: growing older**'. In this unit we will look at:

- **How do humans change as they grow?**
- **How do babies and children develop?**
- **How is gestation different for different animals?**
- **What is puberty?**
- **What is adolescence?**
- **How do adults grow into old age?**

## History

In History, we are completing our topic on the **Ferocious Vikings**. We will:

- Explain when and why Vikings came to Britain.
- Evaluate Viking stereotypes using sources.
- Investigate the importance of Viking trading routes.
- To compare different versions of Viking sagas and create a saga.
- Evaluate the impact of the Viking invasions and settlements on local communities.
- Evaluate achievements of the Vikings.

## PSHE

In PSHE, we will be exploring '**Mental Wellbeing**':

- Does everybody have the same feelings?
- Should we be happy all the time?
- Why do we argue?
- Who am I?

We will also be looking at '**Physical Health**':

- Is there such a thing as the perfect body?
- How can I stay fit and healthy?
- Can I avoid getting ill?

In Summer 2, we will be looking at '**Changing Me**':

- Self and body image
- Puberty for girls
- Puberty for boys
- Conception
- Looking ahead to becoming a teenager
- Looking ahead to next year

## Religious Education

This term in Religious Education, we will be exploring and reflecting on the following two enquiry questions:

**1) Christians and how to live: 'What would Jesus do?'**

**2) What matters most to Humanists and Christians?**

We will be developing our understanding of the following concepts: beliefs, diversity, morality, community and belonging and expression.

## Art & Design

In Art, we are focusing on **paint and mixed media**.

We will be learning to:

- Try a variety of materials and compositions for the background of our drawings.
- Make decisions about the position of a drawing.
- Create a successful print.
- Use art vocabulary to discuss and compare portraits.
- Experiment with materials and techniques when adapting their photo portraits.
- Create a self-portrait that aims to represent something about them.

## Physical Education

### Rounders

- To develop a consistent underarm bowling technique by following the rules and aiming accurately towards a target.
- To use the correct grip and stance to strike the ball into space and make decisions about when to run.
- To field the ball safely, return it quickly, and work as a team to apply rules and get batters out.

### Cricket

- To throw and catch with accuracy and control while working as a team to stop the ball and limit scoring.
- To perform a controlled bowling action aimed at the batter while understanding the bowler's role in the game.
- To use the correct grip and stance to strike the ball with control and place it into space to score runs.
- To apply basic rules and skills in small-sided games while demonstrating teamwork and game understanding.

### Orienteering

- To follow routes by recognising features in the environment and moving safely between checkpoints.
- To use and orientate a map by matching it to surroundings and identifying key symbols and features.
- To communicate and collaborate with others to solve navigation challenges and take on different team roles.

## Design & Technology

In DT, we will be making stuffed animals in textiles and looking at food safety and preparation. We will be learning to:

- Design a stuffed toy.
- Sew a blanket stitch and use it to assemble the components of a stuffed toy.
- Attach a fastener.
- Safe and hygienic practices with food preparation.
- Changing ingredients to adapt a recipe.
- Creating a label to display nutritional information.

## Computing

In Computing, we will be looking at **programming**. We will be applying programming skills to create a soundtrack for a particular genre. We will:

- Use scratch as a coding application with music elements.
- Predict the effects of code blocks.
- Code a soundtrack using blocks, loops and nested loops.
- Use loops to simplify a program.
- Use nested loops to repeat rhythm or pattern.
- Decompose a program into smaller parts and remix existing code.
- Identify errors in a program, debug and evaluate effectiveness.

## Music

This term, we will be learning about **musical theatre**:

- Learning about the history of musical theatre.
- Identifying character songs and action songs.
- Create, rehearse and perform a musical theatre scene.

Y5CG will also continue to develop their skills in playing the clarinet this term.

- We will play and perform in solo and ensemble contexts playing the clarinet with increasing accuracy, fluency and control.
- We will listen with attention to detail and recall sounds with increasing aural memory.
- We will develop our use of and understanding of musical notations.

## French

In French, we will be learning about **Les vêtements (clothes)**:

- Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French.
- Describe items of clothing using colours as adjectives in French.
- Use 'Je porte' (I wear/I'm wearing) and the conjunction 'et' (and) in full sentences.
- Express what we wear in 4 different scenarios in French.

We will also be learning about **La phonétique (phonics)**

- The sounds 'ch', 'ou', 'on' and 'oi' in French.
- The sounds 'l', 'in', 'ique' and 'ille' in French.
- The sounds 'eau', 'eux' and 'e' in French.
- The sounds 'qu', 'gne', 'en' and 'an' in French.