



YEAR 5

CURRICULUM LEAFLET

CREATE—SUMMER 1

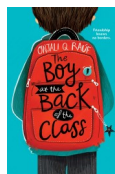
GLOBAL GOALS: 11 & 16



READING

Children will begin to read *The boy at the back of the classroom* by Onjali Rauf.

We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



WRITING

Using the book *The man who walked between the towers* by Mordicai Gerstein, the children will have an opportunity to write a newspaper article, biography and autobiography based on the stuntman Philippe Petit.

Using the book *The Island* by Armin Greder, the children will explore the themes of prejudice and hostility as well as delving into the mindset of the island's inhabitants. Children will infer different character's feelings, exploring the character of the fisherman in particular through the technique of teacher in role before writing a narrative sequel from the man's

perspective.



MATHS

Converting units of measure:

- Convert between metric units of length, mass and capacity and units of time
- Know and use approximate conversion between imperial and metric

Calculating with whole numbers and decimals:

- Mental strategies to add and subtract decimals
- Formal written strategies to add, subtract and multiply decimals
- Multiply and divide by 10, 100 and 1000 involving decimals
- Derive multiplication facts involving decimals

RE/ PSHE

RE: Forgiveness

We will be exploring the question: What is the role of forgiveness within religions?

PSHE: Economic Wellbeing

- To know that when money is borrowed it needs to be paid back, usually with interest.
- To know that it is important to prioritise spending.
- To know some ways that people lose money.
- To know that income is the amount of money received and expenditure is the amount of money spent.

PE/COMPUTING

Physical Education:

Our PE lessons will be every Monday and Tuesday. The children will be focusing on Tennis and Dance. Please ensure children wear their PE kits on that day.



Computing: Mars Rover 2:

- Computer architecture
- Binary numbers + maths
- Hexadecimal numbers
- ASCII and storing text
- Fetch, decode, execute cycle
- Pixels and images
- Computer Aided Design

SPANISH/MUSIC

Spanish:

Talking about sport
Giving opinions.



Music:

Dancing in the street



ART/ DT

Art: Artist Study: Banksy and William Morris

In this topic, children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts

DT: Greetings cards

This unit builds on pupils' knowledge of how to incorporate electrical circuits into products from Y4. Children explore how circuits can be adapted to suit different purposes, explore series circuits and recreate one using conductive adhesive tape. They then apply this knowledge to design and create an elec-



YEAR 5

HISTORY

SUMMER 1

THE MIDDLE EAST

PRIOR KNOWLEDGE

Previously in Year 3:

- Prehistoric Britain
- Shang Dynasty
- Ancient Greece

Previously in Year 4:

- Roman Britain
- Anglo-Saxons and Scots
- Vikings

FUTURE KNOWLEDGE

Later in Year 6 :

- Industrial Revolution
- Twentieth Century Conflicts
- Civil Rights



NEW KNOWLEDGE

During this unit, I will learn:

- How was the Kingdom of Israel established?
- Why is the Middle East important to different religions?
- What was the Ottoman Empire?
- What events led to the Arab-Israeli War in 1948?
- Why did Israel and Arab nations fight wars, and how did it change who controlled the area?
- What is the situation with the Israeli Palestinian conflict now?

NEW HISTORY SKILLS

During this unit, I will learn:

Chronological understanding:

- Identify periods in the middle east - use dates and historical terms accurately in describing events in the middle east.

Historical inquiry:

- Use sources of information to form hypotheses about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Knowledge and interpretation:

- Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.
- Describe with detail the social, ethnic, cultural, or religious diversity of past society.

KEY IDEAS AND VOCABULARY

Gaza Strip	The area of land in the northwest of the country, given to Palestine and ruled by Hamas.
Nakba	Literally the 'catastrophe'. How Palestinians refer to the aftermath of the Arab-Israeli war, where 700.000 Palestinians fled or were forced to leave their homes.
Palestinian National Authority (PNA)	The group of Palestinians designated to govern Gaza and some parts of the West Bank in 1994 following the Oslo accords.
Intifada	Literally 'shake off'. The Palestinian resistance to, and rebellion against, Israel occupation in the West Bank and Gaza Strip.
Palestine Liberation Organisation (PLO)	Founded in 1964 to represent the Palestinian people and create the State of Palestine. Used violence and was considered a terrorist organisation by Israel and the US until 1993.
Zionism	The movement and belief that Judaism is a nation as well as a religion, and should have a homeland in what is now Israel.
Hamas	A fundamentalist Islamist organisation which rules Gaza. Regarded as a terrorist organisation by Israel, the US & the EU.
Israel	A country created in 1948 for Jewish people. Also a biblical Kingdom founded by the Hebrews fleeing Egypt.
Palestine	Geographical & historical area in the Middle East. Contains many holy sites including Jerusalem. Not an official country yet.
West Bank	The area of land in the east of Palestine, ruled by the PNA.



YEAR 5

SCIENCE

SUMMER 1

REPRODUCTIVE CYCLES

PRIOR KNOWLEDGE

Previously in Nursery:

- Life cycle

Previously in Year 3:

- Plants
- Ecosystems

Previously in Year 4:

- Adaptations
- Human Anatomy

FUTURE KNOWLEDGE

Later in Year 6:

- Cells
- Diet and Lifestyle

Later in KS3 (Secondary School):

Structure and function of living organisms

- Cells and organisation
- The skeletal and muscular systems
- Nutrition and digestion
- Gas exchange systems
- Reproduction
- Health

NEW KNOWLEDGE

During this unit, I will learn:

Why do plants have flowers?

How do you clone a potato?

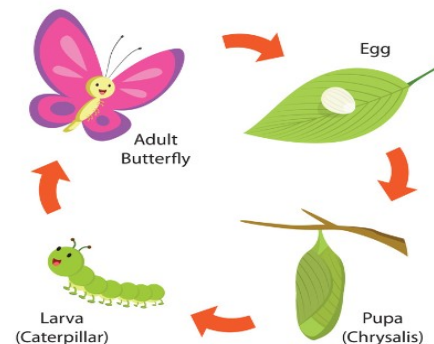
How does the lifecycle of an insect compare to an amphibian?

Are the life cycles of all mammals the same?

Why do birds lay eggs?

How do lifecycles compare across the animal kingdom?

Butterfly Life Cycle



SCIENTIFIC ENQUIRY

During this unit, I will learn:

I will answer scientific questions by presenting my findings in a written report with an introduction, conclusion and results. I will make predictions about how other tests will work using my results.

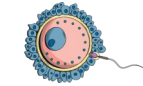
KEY IDEAS AND VOCABULARY

Pollination



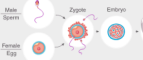
When pollen from one plant is transferred to the ovary of another.

Fertilisation



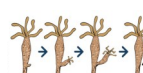
When an egg and pollen (or sperm) join together.

Sexual reproduction



To reproduce with both a male and female.

Asexual reproduction



To reproduce on your own without a mate.

Larva



The young form of some animals which looks very different from its parents.

Gestation



When a baby animal develops inside its mother.

Metamorphosis



A dramatic change in the life cycle of an animal in which it ends up looking totally different.

Life cycle



The changes a living thing goes through, including reproduction.