



YEAR 5

## CURRICULUM LEAFLET

CREATE—SUMMER 2

GLOBAL GOALS: 16 & 11

16 PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



11 SUSTAINABLE CITIES  
AND COMMUNITIES



## READING

Children will begin to read the book *Who Let the Dogs Out* by Maz Evans. We will be combining strategies using evidence from the text to support our understanding. The children will develop their fluency skills to increase their speed and accuracy of what they read. They will ask questions and draw inferences to increase their understanding of the text.



## WRITING

Using the book – *Percy Jackson and the Lightning Thief* by Rick Riordan. In this unit, the children will go on an adventure through the discovery of a sword, tied to which is an ancient-looking scroll, to writing an ode, exploring character and setting development, and then writing their own version of a narrative chapter. The children will also write an extended narrative in role as an invented demi-god.



## MATHS

### New Learning:

2D/ 3D shapes -

- Classify 2D shapes
  - Properties of quadrilaterals
  - Classify 3D shapes
  - 2D representations of 3D shapes
  - Volume
  - Use cube numbers and notation
  - Estimate volume
  - Convert units of volume
- Problem solving
- Negative numbers and calculating intervals across zero
  - Calculating the mean
  - Interpret remainders

## RE/ PSHE

### RE:

We will be exploring the question: How do different religions view Peace? This unit will look at each religion's view of peace and take children on a journey through different acts of achieving and creating peace. The children will compare and contrast the concept of peace across religions.

### PSHE:

Economic Wellbeing

## PE/COMPUTING

### Physical Education:

Our PE lessons will be every Wednesday and Thursday. The children will be focusing on Athletics and Rounders. Please ensure children wear PE kits on those days.

### Computing:

Mars Rover 2 and Stop Motion Animation

- Fetch, decode, execute
- Tinkering with CAD
- Tinker CAD tutorials
- Stop motion animation project

## SPANISH/MUSIC

### Spanish:

#### Talking about music

- Giving likes and dislikes
- Identifying types of music
- Talking about instruments
- Reasoning about likes and dislikes
- Practising dialogues about music
- Discussing and evaluating musical performances

### Music: Reflect, Rewind and Replay

Throughout this unit, children will consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

## ART/ DT

### Art: Whole Art School Project

In this topic, children will 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

Children will 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 electronic greeting card.



YEAR 5

GEOGRAPHY

SUMMER 2

ENERGY AND SUSTAINABILITY

## PRIOR KNOWLEDGE

### Previously in Year 3:

- Water, Weather and Climate
- Villages, Towns and Cities
- Mountains, Volcanoes and Earthquakes

### Previously in Year 4:

- Natural resources
- Rivers
- Migration

## NEW KNOWLEDGE

### Energy and Sustainability:

#### During this unit, I will learn:

- What is sustainability?
- How do we produce energy?
- What is special about Curitiba?
- What is special about Freiburg?
- What does the future hold?



## KEY IDEAS AND VOCABULARY

Sustainability is a societal goal with three dimensions: the environmental, economic and social dimension. This concept can be used to guide decisions at the global, national and at the individual consumer level.

<b>Sustainable</b>	When something is good for people, the environment and the economy .
<b>Unsustainable</b>	When something is not good for the people, the environment and the economy.
<b>Renewable energy</b>	Energy sources that do not run out, such as solar and wind energy.
<b>Non-renewable energy</b>	Energy sources that will run out, such as fossil fuels and nuclear energy.
<b>Fossil fuels</b>	Coal, oil and gas. These fuels formed millions of years ago.
<b>Pivotal</b>	Of crucial importance.
<b>Development</b>	The process of improvement.
<b>Abode</b>	Where someone lives.
<b>Economic</b>	Relating to money.
<b>Unprecedented</b>	Never done before or known before.
<b>Biodegradable</b>	When something is able to break down in the soil.
<b>Controversial</b>	When something divides opinion and people have very different views about it.
<b>Technology</b>	Tools and techniques that help solve problems.

## FUTURE KNOWLEDGE

### Later in Year 6:

- Population
- Local Fieldwork
- Globalisation

### Later in KS3 (Secondary School):

- **Locational knowledge** - focus on Africa, Russia, Asia (including China and India), and the Middle East, environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
- **Place Knowledge** - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.
- **Human and physical geography**
- **Geographical skills and fieldwork**

## GEOGRAPHICAL SKILLS AND FIELDWORK

### During this unit, I will learn:

- to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies





# YEAR 5 SCIENCE SUMMER 2 HUMANS AND ANIMALS OVERTIME

## PRIOR KNOWLEDGE

### Previously in Year 1:

- **Living Thing – Animal Kingdom**—To know that the major groups include fish, amphibians, reptiles, birds and mammals.

### Previously in Year 2:

- **Human lifestyle:** I have learnt about the habitats of different animals and how these may need to change over time to help them to survive.

### Previously in Year 4:

- **Adaptations**—What is an adaptation?
- **Human anatomy**—How does human anatomy compare to other animals?

### Previously in Year 5:

- **Reproductive Cycles**—How do life-cycles compare across the animal kingdom?

## FUTURE KNOWLEDGE

### Later in Year 6 :

- **Cells**—To know the difference between living and non-living things
- **Diet and lifestyle**—Describe how muscles enable movement

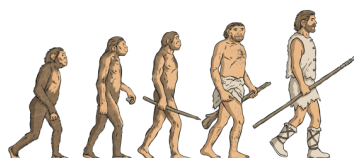
### Later in KS3 (Secondary School):

**Health**—Heredity as the process by which genetic information is transmitted from one generation to the next. - The variation between species, which can drive natural selection.

## NEW KNOWLEDGE

### During this unit, I will learn:

- What is the theory of evolution?
- How do fossils provide evidence for evolution?
- How have different animal kingdoms developed over time?
- Which types of organism have lived over each era of time?
- What impact have homo sapiens had on the organisms over time?
- What is the likely impact of humans on organisms in the future?



## SCIENTIFIC ENQUIRY

### During this unit, I will learn:

#### Researching using secondary sources:

- Use secondary sources to find out about how the population of peppered moths changed during the industrial revolution.
- Use secondary resources to compare the ideas of Charles Darwin and Alfred Wallace on evolution.
- Use secondary resources to research the work of Mary Anning and how this provided evidence of evolution.

#### Pattern seeking:

- Identify features in animals and plants that are passed onto offspring and explore this process by considering the artificial breeding of animals or plants e.g. dogs
- Use models to demonstrate evolution e.g. 'Darwin's finches' bird beak activity

## KEY IDEAS AND VOCABULARY

All living things have offspring of the same kind, as features in the offspring are inherited from the parents. Due to sexual reproduction, the offspring are not identical to their parents and vary from each other. Plants and animals have characteristics that make them suited (adapted) to their environment. If the environment changes rapidly, some variations of a species may not suit the new environment and will die. If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. Over time, these inherited characteristics become more dominant within the population. Over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution. Fossils give us evidence of what lived on the Earth millions of years ago and provide evidence to support the theory of evolution. More recently, scientists such as Darwin and Wallace observed how living things adapt to different environments to become distinct varieties with their own characteristics.

### Variation



Differences between living things in a species.

### Adaptation



Changes which help an animal survive.

### Species



Classification of a similar group of living things that are able to reproduce.

### Evolution



Living things have developed and changed over a long time.

### Inherit



Certain features are passed to a species offspring.