

## Summer Term AND SO THE ADVENTURE BEGINS

### Year 5

<b>MAIN FOCUS - ADVENTURERS, THE OUTDOORS, GEOGRAPHY, RESIDENTIAL, PERSONAL GROWTH</b>			
<b>Programme of Study</b>	<b>DO/GO/MEET/ READ (Experiences)</b>	<b>MAKE/ PRODUCE (Outcomes)</b>	<b>What do you notice? ASSESSMENT (Learning)</b>
<p><u>HISTORICAL/CULTURALLY SIGNIFICANT ADVENTURERS STUDY</u></p> <ul style="list-style-type: none"> <li>Build on personal research skills through reading across a wide range of books</li> <li>Develop a personal response to reading</li> <li>Create a biography of your chosen historically significant adventurer</li> <li>Understand why certain adventurers risked more than just their safety in order to undertake explorations (e.g. gender, age and ethnicity related issues)</li> </ul> <p><u>OUTDOOR ADVENTUROUS ACTIVITIES</u></p> <ul style="list-style-type: none"> <li>see PE plan</li> </ul> <p><u>PERSONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>To try new things</li> <li>To work hard</li> <li>To concentrate</li> <li>To push oneself</li> <li>To imagine</li> <li>To improve</li> <li>To understand others</li> <li>To not give up</li> </ul> <p><u>GEOGRAPHY</u></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul> <p><u>DESIGN &amp; TECHNOLOGY</u></p> <ul style="list-style-type: none"> <li>Prepare ingredients hygienically using appropriate utensils.</li> <li>Measure ingredients to the nearest gram accurately.</li> <li>Follow a recipe.</li> <li>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul> <p><u>FINANCIAL PLANNING</u></p> <ul style="list-style-type: none"> <li>developing mathematical skills,</li> <li>the need to consider attitudes towards money so they can understand what drives the choices they make and how they will feel about the consequences</li> </ul>	<p>Bessie Coleman related text e.g. 'Nobody Owns the Air by Reeve Lindbergh'</p> <p>Bessie Coleman Daring Stunt Pilot by Trinia Collins</p> <p>Fly High by Louise Borden and Mry Kay Kroeger</p> <p>Woman Explorers by Julie Cummins</p> <p>Five Brave Explorers (Great Black Heroes) by Wade Hudson</p> <p>Hillary &amp; Norgay by Heather Whipple</p> <p>Roald Amundsen By Julie Karner</p> <p>Mapping Orienteering</p> <p>Navigating around the village to Hareswith Pond (a planned walk)</p>	<p>Broadened understanding of the difficulties faced by groups through reading and biographical studies</p> <p>NEW BARN journals</p> <p>Cookery sessions to develop recipe reading skills</p> <p>Sewing a laundry bag for residential</p>	<p>What they do gives them energy; work feels like play and time flies by.</p> <p>Accomplishment is all about practise and hard work. Children need to understand and feel the benefits of working hard. They need to know that work is good and not something that should be avoided</p> <p>Successful people use what they know to try to be useful to others. Instead of asking 'What's in it for me?' they ask, 'What can I give?'</p> <p>Children need to show a 'growth mindset' where they know that failure will bring greater success and easy stuff isn't rewarding.</p> <p>Children will take responsibility for the planning and packing of kit for the New Barn residential trip</p> <p>Overall the trip will be successful with many fears overcome and challenges met. This will also impact on the remaining time at school with a strong sense of self developed and tested.</p> <p>Finding something that we are good at builds confidence. Some pupils may not be good at the things they spend most of their time doing at school, which can make it even more important that schools have a broad and rich curriculum with something for everyone</p>

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<b>COMPUTING – Coding, eSafety</b>			
<b>Programme of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice? ASSESSMENT (Learning)</b>
<p><b>COMPUTING</b></p> <ul style="list-style-type: none"> <li>• Design and write programs that accomplish specific goals, including controlling or simulating physical systems;.</li> </ul> <p>CODE (with Scratch)</p> <ul style="list-style-type: none"> <li>• Motion</li> <li>• Look</li> <li>• Sound</li> <li>• Draw</li> <li>• Events</li> <li>• Control</li> <li>• Sensing</li> <li>• Variables and Lists</li> <li>• Operators</li> </ul> <p>CONNECT</p> <ul style="list-style-type: none"> <li>• eSafety; use technology responsibly, securely and safely.</li> <li>•</li> </ul>	Scratch/Code.org programs	Create games and online activities that explore e-safety and responsibility	<p>Can children work independently to use:</p> <p>Motion Look Sound Draw Events Control Sensing Variables and Lists Operators</p> <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> </ul>

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<b>SCIENCE –MATERIALS inc</b> conductivity (electrical and thermal) & chemical changes.			
<b>Programme of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice? ASSESSMENT (Learning)</b>
<p>Materials</p> <ul style="list-style-type: none"> <li>• Examine the properties of materials using various tests.</li> <li>• Look at solubility and recovering dissolved substances.</li> <li>• Separate mixtures.</li> <li>• Examine changes to materials that create new materials that are usually not reversible</li> </ul> <p>Animals and humans</p> <ul style="list-style-type: none"> <li>• Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</li> <li>• Look at the digestive system in humans.</li> <li>• Look at teeth.</li> <li>• Look at the human circulatory system.</li> </ul> <ul style="list-style-type: none"> <li>• Look at reproduction in plants and animals, and human growth and changes.</li> </ul>	<p>Sex Education session</p>	<p>Continue work on experimentation, planning for investigations and writing up observations when testing materials</p>	<p>To be able to work like a scientist (plan, test, observe, record, question</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>

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<b>P.E. Outdoor and Adventurous Activities (orienteeing). Athletics and Cricket</b>			
<b>Programme of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice? ASSESSMENT (Learning)</b>
<p>O.A.A</p> <ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul> <p>ATHLETICS</p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul> <p>CRICKET</p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled ball with accuracy</li> </ul>	<p>County cricket coaching</p>	<p>To use map reading skills from Geography to develop orienteeing</p> <p>Take part in cricket and athletics tournaments</p>	<ul style="list-style-type: none"> <li>• A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>• The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>• The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating</li> </ul> <p>and instilling excellent sporting attitudes in others.</p>

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<b>MUSIC / PERFORMANCE-</b> ukulele lessons and Charanga singing 'Livin On a Prayer'			
<b>Programme of Study</b>	<b>DO/GO/MEET/READ (Experiences)</b>	<b>MAKE/PRODUCE (Outcomes)</b>	<b>What do you notice? ASSESSMENT (Learning)</b>
<p><b>PERFORM</b></p> <ul style="list-style-type: none"> <li>• Show control of voice</li> <li>• Perform with control and awareness of others.</li> <li>• Hold a part within a round.</li> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> </ul> <p><b>COMPOSE</b></p> <ul style="list-style-type: none"> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments</li> </ul>	<p>Rock Steady Workshops</p> <p>Ukulele lessons</p>	<p>Performance of new skills after workshop</p> <p>Singin Livin' on a Prayer to an audience</p>	<ul style="list-style-type: none"> <li>• The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>• The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> </ul>

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<b>MATHEMATICS Calculations</b>			
<b>Programme Of Study</b>	<b>DO/GO/MEET/ READ (Experiences)</b>	<b>MAKE/ PRODUCE (Outcomes)</b>	<b>What do you notice?/ASSESSMENT</b>
<p><b>MULTIPLY AND DIVIDE</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>• Use knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li>• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li>• Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> </ul> <p><b>ADD AND SUBTRACT</b></p> <ul style="list-style-type: none"> <li>• To use efficient written methods to solve problems</li> </ul>	<p>Daily fluency tasks</p> <p>Talk partners in maths</p> <p>Numicon 5 as main resource</p> <p>Sumdog personal challenges</p>		<ul style="list-style-type: none"> <li>• An understanding of the important concepts and an ability to make connections within mathematics.</li> <li>• A broad range of skills in using and applying mathematics.</li> <li>• Fluent knowledge and recall of number facts and the number system.</li> <li>• The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.</li> <li>• The ability to think independently and to persevere when faced with challenges, showing a confidence of success.</li> <li>• The ability to embrace the value of learning from mistakes and false starts.</li> <li>• The ability to reason, generalise and make sense of solutions.</li> <li>• Fluency in performing written and mental calculations and mathematical techniques.</li> <li>• A wide range of mathematical vocabulary.</li> <li>• A commitment to and passion for the subject.</li> </ul>

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ENGLISH			
Programme Of Study	DO/GO/MEET/ READ (Experiences)	MAKE/ PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><b>WRITING</b> <b>COMPOSITION</b></p> <ul style="list-style-type: none"> <li>• To write with purpose</li> <li>• To use imaginative description</li> <li>• To organise writing appropriately</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Read and listen to a wide range of styles of text</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Increase familiarity with a wide range of books, including myths and legends and classic British fiction</li> <li>• Take part in conversations about books.</li> <li>• Read and listen to whole books.</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• To develop a wide and interesting vocabulary</li> <li>• To speak with clarity</li> <li>• To tell stories with structure</li> </ul>	<p><b>CLASS NOVEL:</b> PAX – Sara Pennypacker (to explore the themes of family, belonging and survival)</p> <p><b>ADVENTURERS AGAINST THE ODDS:</b></p> <p>Bessie Coleman related text e.g. ‘Nobody Owns the Air by Reeve Lindbergh’</p> <p>Bessie Coleman Daring Stunt Pilot by Trinia Collins</p> <p>Fly High by Louise Borden and Mry Kay Kroeger</p> <p>Woman Explorers by Julie Cummins</p> <p>Five Brave Explorers (Great Black Heroes) by Wade Hudeson</p> <p>Hillary &amp; Norgay by Heather Whipple</p> <p>Roald Amundsen By Julie Karner</p>	<p>Biographical writing focusing on the difficulties faced by specific groups in both historical and modern settings</p>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• A vivid imagination which makes readers engage with and enjoy their writing.</li> <li>• A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.</li> <li>• Well-organised and structured writing, which includes a variety of sentence structures.</li> <li>• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.</li> <li>• A love of writing and an appreciation of its educational, cultural and entertainment values.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Excellent phonic knowledge and skills.</li> <li>• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.</li> <li>• Knowledge of an extensive and rich vocabulary.</li> <li>• An excellent comprehension of texts.</li> <li>• The motivation to read for both study and for pleasure.</li> <li>• Extensive knowledge through having read a rich and varied range of texts.</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation</li> <li>• Interweave action, character descriptions, settings and dialogue</li> <li>• Use the conventions and structure appropriate to the type of story being told</li> <li>• Use adventurous and sophisticated vocabulary</li> </ul>

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MAIN FOCUS: FABRIC – laundry bag			
Programme Of Study	DO/GO/MEET/ READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><b>ART</b></p> <p><b>To develop ideas in FABRIC</b></p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> </ul>		<p>A linen bag for New Barn residential out of a pillow case</p>	<ul style="list-style-type: none"> <li>• Independence, initiative and originality which they can use to develop their creativity.</li> <li>• The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.</li> </ul> <p>- An ability to recognise where improvements would impact on the design process</p>



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MAIN FOCUS – Y5 – to develop a topic related short speech			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p><b>FRENCH</b></p> <p><b>To speak confidently</b> Begin to use more varied vocabulary in spoken language.</p> <p>Take part in conversations to seek and give information.</p> <p><b>To understand the culture of the countries in which the language is spoken</b> Make comparisons between life in communities where the language is spoken and in this country.</p> <p>Describe with interesting detail some similarities and differences.</p>	<p>Languagenut.com interactive resources (in school and at home)</p> <p>Focus on pronunciation and oracy skills.</p> <p>Concentrate on vocabulary linked to topic</p>	<p>A short speech related to survival</p>	<ul style="list-style-type: none"> <li>• A strong awareness of the culture of the countries where the language is spoken.</li> <li>• A passion for languages and a commitment to the subject.</li> <li>• The ability to use language creatively and spontaneously.</li> <li>• An independence in their studies and the ability to draw upon a wide range of resources.</li> <li>• The confidence to speak with good intonation and pronunciation.</li> <li>• Fluency in reading.</li> </ul>