



YEAR 5 CURRICULUM PLAN SUMMER 2020

Term Summer

Weeks 14

Outcome	Context	Skills / Knowledge	Week	Supporting Activities Home Learning	Supporting Texts
Telling a Bronze Age story on Exmoor	Heatree Residential Bronze Age History	<p>Children will learn to:</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	Weeks 1 & 2	Research bronze age history and culture - <i>History</i> Write bronze age stories – <i>History & English</i>	Example Bronze Age Stories written by teachers.



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		<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Killerton performance of a day in the life of people during WWII	Period Drama	<p>Children will learn to:</p> <p>Identify the audience for and purpose of the writing.</p>	<p>Weeks 1& 2</p> <p>Weeks 2-8</p>	<p>Writing and editing performance scripts – <i>English & History</i></p>	<p>Killerton scripts from previous years.</p>



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		<p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Integrating dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Proof-read for spelling and punctuation errors; ensure the consistent and correct use of tense throughout a piece of writing; correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Weeks 5&6</p> <p>Week 7</p> <p>Week 8</p> <p>Week 9</p>	<p>Practising and learning scripts - <i>English & History</i></p> <p>Debate – is war ever justified? Persuasive writing of own opinion –<i>English, P4C & History</i></p> <p>Letter writing to prime minister –<i>English, RE & History</i></p> <p>Perform at Killerton House - <i>English</i></p> <p>Write a review about the Killerton performance –<i>English & History</i></p>	
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		<p>Compare and order fractions whose denominators are all multiples of the same number</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Production of online Newspaper	News and communication	<p>Children will learn to:</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>	Weeks 8 & 11	Writing news articles about current events - <i>English</i>	Newspapers from WWI



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		<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Understand the importance of health and exercise by writing an evidence based report.</p> <p>Research healthy recipes for the newspaper</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and</p>	Week 9	Write a review about the Killerton performance - <i>English</i>	
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		<p>integrate dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Recognise vocabulary and structures that are appropriate for formal</p>			
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		<p>speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Create a river study Sway and accompanying video.	Heatree residential	<p>Children will learn to:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Take measurements, using a range of scientific equipment .</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	Weeks 4&5	Write reports about their findings along the river Lemon – <i>Geography, History & English</i>	



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		<p>Describe the life process of reproduction in some plants and animals</p> <p>Use keys based on observable external features to help them identify and group living things systematically</p> <p>Recognise that feeding relationships exist between plants and animals in a habitat, and describe these relationships, using food chains.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>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.</p>			
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Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Learn about changes to the human body (SRE)	Healthy lifestyles	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Children will learn to: Understand how the body changes as it ages</p>	Weeks 1-14	School nurse visit Discussions Videos	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Production of documentaries to send to a link school	Global communities projects	<p>Children will learn to:</p> <ul style="list-style-type: none"> Interviewing techniques Team work Articulate and justify opinions Speak audibly and fluently in debates and discussions. Consider viewpoints of others. Find out about great artists in history. Identify the audience for and purpose of the writing Select the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	Weeks 2-12	<p>Begin to write script- <i>English</i></p> <p>Survey – <i>Maths & Science</i></p> <p>Write emails and interviews to interview related individuals – <i>English, Computing</i></p> <p>Science/Art/Technolgy activites linked to Documentaries</p> <p>Produce PowerPoint – <i>English & Computing</i></p> <p>Look at camera work Filming and editing</p>	



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		<p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Create a class story e-book on Sway	Retelling famous stories	Children will learn to:	Weeks 13 & 14	Become more familiar with famous/ classic stories and	Cautionary Tales for Children



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		<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précise longer passages</p>	<p><i>fairy tales – English & History</i></p> <p>Write own versions of classic stories with twists – <i>English</i></p>	
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Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
		<p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>			
Create a catapult	The Eggy Challenge	<p>Children will learn to:</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance.</p> <p>Recognise that some mechanisms, including levers, pulleys, allow a smaller force to have a greater effect.</p> <p>Research and develop design criteria to inform the design of innovative, functional catapult to be used on the 'Eggy Challenge'.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.</p> <p>Select from and use a wider range of tools and equipment to make the catapult (cutting, shaping, joining and finishing), accurately.</p>	<p>Weeks 9 & 10</p> <p>Week 10</p> <p>Weeks 9 & 10</p> <p>Week 11</p> <p>Week 12</p>	<p>Investigation into catapults (pulleys and levers) and design own – <i>History, Art and DT</i>.</p> <p>PowerPoint presentation of ideas and prototypes – <i>Computing and English (language)</i>.</p> <p>Write information text about how catapults work <i>Science & English (writing)</i>.</p> <p>Make a catapult – <i>DT</i>.</p> <p>Investigation into which catapult is the most effective using averages and results - <i>Science, Maths and English</i>.</p> <p>Report (evaluate performance of catapult and consider ways to improve) – <i>English (report writing)</i>.</p>	



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Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
		<p>Select from and use a wider range of materials and components to make the catapult, according to their functional properties and aesthetic qualities.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their product.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Calculate and interpret the mean as an average.</p> <p>Look at the different ways to cook an egg, poaching, fried, scrambled and boiling.</p>		<p>Make changes to catapult for Eggy challenge - <i>DT</i></p> <p>Film making (produce a film highlighting the processes of design, making and evaluating the catapult) – <i>Computing</i>.</p> <p>OneNote page – produce a bank of evidence through a group page – <i>Computing</i>.</p>	

Understand patterns within mathematics	Fibonacci Sequences	<p>Children will learn to:</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	Week 9	Find patterns in nature <i>–Maths, Science</i>	
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Discover if pupils match the proportions of the 'Vitruvian man'	Vitruvian man investigation	<p>Children will learn to:</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p>	Week 10	Measure their limbs - <i>Maths</i>	

		<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Use all four operations to solve problems involving measure</p> <p>Compare and order fractions whose denominators are all multiples of the same number</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Read and write decimal numbers as fractions</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Be a more able speller	<p>Year 3/4 and 5/6 lists</p> <p>Possible SATs words</p>	<p>Children will learn to:</p> <p>Understand polysyllabic spellings</p> <p>Recognise words by site and phonic pattern.</p>	<p>Week 2:</p> <p>overtake disappear unfortunat e inappropri ate reorganise proactive disadvanta ge</p>	<p>Spelling list (Web view)</p> <p>Spelling tasks in class</p> <p>Home learning Spelling tasks</p>	



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		<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>misconduct immature unconscious</p> <p>Week 3: Column Lamb Knight Thistle Knuckle Climbing Doubt Solemn Island Knife</p> <p>Week 4: accommodate committee exaggerate definite harass interfere occur rhythm sacrifice temperature</p> <p>Week 5: determined accompany communicate develop identity thorough stomach according pronunciation queue</p> <p>Week 6: achieve leisure nuisance occupy programme recognise explanation familiar marvellous curiosity</p> <p>Week 7:</p>	
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			<p>lightning mischievous profession sufficient aggressive recommend existence foreign soldier neighbour</p> <p>Week 8: muscle necessary opportunit y parliament rhyme secretary awkward bargain guarantee hindrance</p> <p>Week 9: privilege relevant restaurant shoulder amateur disastrous embarrass prejudice signature symbol</p> <p>Week 10: average bruise category environme nt persuade physical ancient sincerely community desperate</p> <p>Week 11: attached equipment frequently governmen t suggest apparent correspond language</p>		
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Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Create and play maths board games	Creation of maths games	<p>Children will learn to:</p> <p>Apply the breadth of the maths they have learnt this year into a challenging game</p>	<p>Week 13</p> <p>Week 14</p>	<p>Design board game to incorporate many maths elements –<i>Maths, DT and Computing</i></p> <p>Write game instructions – <i>English and Maths</i></p> <p>Create board game and test – <i>Maths and DT</i></p> <p>All previous maths lessons</p>	

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<p>Become more competent in Spanish</p>	<p>Exploring and researching Spanish speaking countries.</p> <p>Webquests</p>	<p>Children will learn to:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand</p>	<p>Weeks 7-9</p>	<p>Spanish class registration- <i>MFL</i></p> <p>Production of Spanish Language signs around the school. <i>MFL</i></p>	

		<p>new words that are introduced and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language being studied</p> <p>Taste a variety of Spanish foods.</p>			
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Production of local and world news programmes	BTV	<p>Children will learn to:</p> <p>Identify audience and purpose.</p> <p>Note and develop initial ideas, drawing on research.</p> <p>Select appropriate grammar and vocabulary.</p> <p>Use a wide range of devices to build cohesion; using further organisational and presentational devices.</p> <p>Perform own compositions, using appropriate intonation, volume, and movement.</p> <p>Use search technologies effectively and be discerning in evaluating digital content</p> <p>Use and combine a variety of software to collect, analyse, evaluate and present data and information</p>	Weeks 1-14	<p>Online research</p> <p>Script writing</p> <p>Editing of videos</p> <p><i>English & Computing</i></p>	



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Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Understand the roll of trees and their effect on us	BBC Terrific Scientific	<p>Children will learn to:</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	Weeks 5 & 6		
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Understand the effect of forces	BBC Terrific Scientific	<p>Children will learn to:</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	Weeks 9 & 10		
Outcome / Knowledge	Context	Skills	Week	Supporting Activities	Supporting Texts
Become competent in athletics events	Athletics/PE	<p>Children will learn to:</p>	Weeks 1-6	Athletics sessions each week	



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		<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Understand the importance of hydration and healthy eating related to sports performance.</p>		Sports day	
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