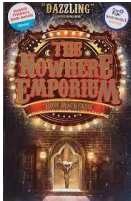




## English

As writers, our learning will be centred around our core text of 'The Nowhere Emporium' by Ross Mackenzie.



Through this, we will:

- Use dialogue to indicate character and event.
- Consider the formality of a text and the related grammatical and language devices.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary, making selections for precision.
- Evaluate own and others' writing; with direction, proof read, edit and revise.
- Identify the intended audience and purpose in order to manipulate grammatical and presentational structures for effect.
- Enhance cohesion through strategies such as adverbials, conjunctions, pronouns and precise tense changes.
- Use punctuation to enhance clarity, such as commas to demarcate different clauses and parenthesis.
- Describe characters, settings and create atmosphere, to convey characters emotions and enhance the action.



## History

As historians, our plan bee unit is 'Crime and Punishment.'

Through this, we will:

- Introduce the broad trends of crime and punishment from the Romans to the 21st century.
- Explore crime and punishment in the Roman period, Anglo-Saxon and Viking period.
- Explore crime and punishment in the medieval and Tudor periods.
- Explore crime and punishment in the early modern period and Victorian period.
- Recap the history of crime and punishment and compare it to today.

# YEAR 5

## SUMMER 2



The  
**DIAMOND**  
Learning Partnership Trust  
Be Inspired



## Reading

Our reading for pleasure text will be 'Sky Song' by Abi Elphinstone.



As readers, we will focus on:

- Participating in discussion about our book, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Summarising main ideas from more than one paragraph, identifying key details which support these.
- Readily asking questions to enhance understanding.
- Making comparisons within and across books.
- Evaluating how authors use language, including figurative language and its effect on the reader.
- Drawing inferences about a character or what will happen next and justify these with evidence from the text.



## Geography

As geographers, our plan bee unit is 'Yosemite National Park'

Through this, we will:

- Be able to place Yosemite National Park on a map and describe its location.
- Explore how the landscape of Yosemite was formed.
- Explore the water features of Yosemite National Park.
- Identify and explore various biomes and vegetation zones within Yosemite National
- Compare Yosemite National Park to a national park in the UK.
- Be able to prepare a visit to Yosemite National Park.



## Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus on 'Measures and Shape.'

Through this, we will:

- Convert kilograms, kilometres, millimetres and millilitres.
  - Convert between metric and imperial units.
  - Calculate with timetables.
- Apply knowledge of dividing and multiplying by powers of 10 and working with decimal numbers.
- Identify regular and irregular shapes by their angles and measuring their lengths of sides.
  - Identify and compare properties of 3D shapes.
  - Classify and estimate angles.
- Calculate angles on a straight line and around a point.



## French

As learners of language, our Kapow unit is 'Meet my French Family.'

Through this, we will:

- Recognise and use phrases to say if I have a brother or sister.
- Name different family members on a family tree.
- Build descriptive sentences into a short paragraph.
- Plan and prepare a short presentation about my family.



## Science

As scientists, our Plan Bee unit is 'Changes and Reproduction.'

Through this, we will:

- Recognise the stages of growth and development in humans.
- Know the stages in the gestation period of humans and compare them to other animals.
- Recognise the stages of development during childhood and understand the needs of children at those stages.
- Understand the initial changes inside and outside of the body during puberty.
- Know the changes that occur during puberty and how they differ for boys and girls.
- Understand how the body changes during adulthood and



## Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

### This half term we will:

- Sports Day
- Meet the Engineers STEM zoom
- Year 5 and 6 production
- DT/Art parent event
- Bikeability



## PE

As sportsman, we will focus our learning on 'Athletics (Running, Jumping and Throwing)'

### Through this we will:

- Develop flexibility, strength, technique, control and balance.
- Use running, jumping, throwing and catching in isolation and in combination in the context of athletics.
- Able to describe and evaluate performance.
- Control and vary pace.
- Understand the health benefits of physical activities.



## Design Technology

As designers, our Kapow unit is 'Textiles: Stuffed Toys.'

### Through this, we will:

- Design a stuffed toy, considering the main component shapes of their toy.
- Create an appropriate template for their stuffed toy.
- Join two pieces of fabric using a blanket stitch.
- Neatly cut out their fabric.
- Use appliqué or decorative stitching to decorate the front of their stuffed toy.
- Use blanket stitch to assemble their stuffed toy, repairing when needed.
- Identify what worked well and areas for improvement.



## Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework **each week**:

- 3 x 20-minute sessions on Maths Whizz (1 hour)
- 1 x SPAG.com activity linked to the previous weeks learning (30 mins)
- Weekly spellings – tested on Monday.
- 1 x reading comprehension (20 mins)
- Regular learning of times tables.
- The children will be encouraged to continue reading for pleasure at home.



## Music

As musicians, our Kapow unit is 'Looping and remixing.'

### Through this, we will:

- Be able to play a simple looped rhythm from notation.
- Represent a piece of music as a graphic score.
- Create a piece of music using prewritten loops.
- Play a melody line accurately and fluently.
- Select a section of a tune and perform it as a loop.
- Combine loops to create a remix



## Computing

As learners of computing, our Kapow unit is As learners of computing, our Kapow unit is 'Programming 1: Music'

### Through this, we will:

- Tinker with Scratch music elements.
- Create a program that plays themed music.
- Plan a soundtrack program.
- Program a soundtrack.
- Program music for a specific purpose.



## Art

As artists, our Kapow unit is 'Formal elements: Architecture.'

### Through this, we will:

- Draw by interpreting forms from direct observation.
- Compose a print from a larger observational drawing.
- Transform the look of a building in the style of a famous artist.
- Design a building in an architectural style.
- Design a monument.



## PSHE

As citizens of the community, our Kapow unit is 'Citizenship.'

### Through this, we will:

- Understand what happens when someone breaks the law.
- Understand what rights are and that freedom of expression is one of these rights.
- Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.
- Understand how people contribute to society and how this is recognised.
- Understand the role of pressure groups.
- Understand the basics of how parliament works including the parts of parliament.



## Religious Education

As learners of religious education, our Plan Bee unit is 'Belief in Our Community.'

### Through this, we will:

- Find out about the different beliefs of religious and non-religious communities in our local area.
- Consider the ways in which belonging to a religious community can help people.
- Find out about the impact faith and beliefs have had on the lives of inspirational figures.
- Consider the difficulties for people of different religious beliefs living in non-religious communities.
- Think about what makes it difficult to live life according to our own beliefs.