

Summer – Year 5

<p>In English can we ... Create an explanation text using the correct features from the toolkit? Create a recount using the correct features from the toolkit? Plan writing by identifying the correct audience and the purpose of your writing? Use adverbs, modal verbs and relative clauses? Use commas in writing to avoid ambiguity? Proof-read work for punctuation and spelling errors? Use a colon and semi-colon within our work? Use the correct tense throughout pieces of writing? Predict and infer in reading comprehensions? Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural?</p>	<p>In Science can we... Understand that scientists may have to use interviews to find out information? Design and ask questions to find out information and use these answers to draw conclusions? Independently write a method, including a hypothesis, recording system, variables? Draw a conclusion and explain the causal relationship between size and age? Know that the human life cycle has many stages: embryo, foetus, baby, toddler, child, adolescent, adult, older adult? Understand puberty is a natural process during which an individual undergoes physical and hormonal changes, marking the transition from childhood to adulthood. Identify changes during puberty include the development of characteristics, such as the growth of body hair and changes in voice pitch?</p>	<p>Hooks for learning: Bird houses in D.T. Fairground rides in computing.</p>	<p>In Computing can we ... Create a simple circuit and connect it to a microcontroller? Program a microcontroller to make an LED switch? Explain what an infinite loop does. connect more than one output component to a microcontroller? Create a count-controlled loop to control outputs?</p>
		<p>In R.E can we... Understand what Islam is? Explain how prayer might affect the lives of many Muslims? Identify how the belief in two angels who record a person's good and bad deeds affect how Muslims lead their lives? Recognise what might motivate a Muslim to pray/give alms/fast? Recognise what effect this may have on Muslim's lives and the Muslim community? Understand what Hajj is? Explain why many Muslims want to be part of the Ummah? Explain what helps Muslims have a good life?</p>	<p>In PSHE can we... Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable? Say the correct words for the external sexual organs? Discuss some of the myths associated with puberty? Understand changes to the body during puberty? Know what menstruation is and why it happens?</p>

<p>In Maths can we ...</p> <p>Understand what information is being presented on the line graph?</p> <p>Explain what each axis on the line graph show?</p> <p>Summarise what the graph shows?</p> <p>Find the difference between two pieces of information given in a table?</p> <p>Explain what a full/half/quarter/three-quarter turn look like?</p> <p>Explain what “clockwise”/“anticlockwise” mean?</p> <p>Explain what a right angle is?</p> <p>Use a protractor to measure angles?</p> <p>Use a protractor to accurately draw angles?</p>	<p>In Geography/History can we...</p> <p>Explain that the Maya civilisation existed – 2000BC to 1500AD among the largest settlements in the world?</p> <p>I know about the clear hierarchy in the Mayan society?</p> <p>Understand the Maya believed in the afterlife and worshipped many gods, made sacrifices and offerings?</p> <p>Explain some of the aspects of the daily life for Mayans?</p> <p>Understand that we know about them because of their hieroglyphics and number system?</p>	<p>In P.E can we...</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Think about how I am judging my performance from a physical point of view.</p> <p>Use my own and others’ feedback to help identify which areas I need to work on.</p>	<p>In Art/DT can we...</p> <p>Produce a detailed, step-by-step plan, listing tools and materials.</p> <p>Model ideas using materials such as paper, card and paper straws?</p> <p>Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks?</p> <p>Use finishing and decorative techniques suitable for the product we are designing and making?</p> <p>Critically evaluate products against their design specification, intended user and purpose?</p>
<p>Add and subtract decimals with the same amount of decimal places?</p> <p>Add and subtract decimals with different amounts of decimal places?</p> <p>Multiple and divide decimals by 10/100/1000?</p>	<p>Establish clear narratives within periods of time?</p> <p>Compare and describe social ,cultural , religious and ethnic diversity in Britain and the wider world?</p>	<p>In French can we...</p> <p>Talk about our hobbies?</p> <p>Talk about the weather.</p> <p>Talk about the weather around the world?</p> <p>Recall the seasons?</p> <p>Say what sports we take part in?</p>	<p>In Music can we...</p> <p>Talk about the style indicators of some of the songs listened to?</p> <p>Understand the structure of some of ‘Dancing in the Street’.</p> <p>Explain how some of the dimensions of the music fits together in some of the songs?</p> <p>Identify the historical context of some of the song ‘Dancing in the Street’.</p> <p>Talk about the music and how it makes you feel?</p>