

Maths

Understanding the concept of volume

Multiply 3 or more numbers

Understand and use the concept of factorization (prime and square numbers)

Use common factors and multiples to solve calculations efficiently

Multiply a proper fraction by a whole number

Multiply improper fractions and mixed numbers by a whole number

Find unit and non-unit fractions of whole numbers exploring parts and wholes

Compare fractions using equivalence and decimals

Convert units - miles and km; pounds and Euros; time

Angles: Compare, name, estimate and measure angles

RE

Pentecost/Serving: Transformation

LF1: On the road to Emmaus; LF2: The gift of the Holy Spirit for everyone; LF3: Saul is transformed; LF4: Transformed by the Holy Spirit; LF5: The fruits of the Holy Spirit; LF6: Living transformed by the Holy Spirit

Reconciliation/Inter-relating: Freedom and Responsibility

LF1: The giving of the Ten Commandments; LF2: The Ten Commandments; LF3: The greatest Commandment; LF4: Using freedom for good; LF5: Absolution; LF6: God is loving and merciful

Universal Church - World: Stewardship

LF1: The wonders of God's creation; LF2: The task of stewardship - caring for God's creation; LF3: Ways to be stewards of God's creation; LF4: We are called to Stewardship; LF5: Caring for God's people; LF6: Being good stewards of all the resources entrusted to us

Other Faiths: Islam

The Five Pillars of Islam
Hajj - The Journey of a Lifetime

Our Values: Compassionate & Loving; Faith-filled & Hopeful

English

Reading Together Time: Varjak Paw by S.F. Said; Daffodils by William Wordsworth; Jabberwocky by Lewis Carroll

Grammar and Punctuation: Modal verbs; speech punctuation, parenthesis; apostrophes

Spelling: Adverbs of possibility and frequency; challenge words; homophones or near homophones; words with hyphens, revision

The Write Stuff Units: Poetry: The Highwayman; Balanced Argument: Screen Use

D&T

Developing a Recipe: I can understand how ingredients are reared and processed; I can make adaptations to design a recipe; I can evaluate nutritional content; I can practise food preparation skills; I can design a product label; I can follow and make an adapted recipe

Art

Portraits: I can explore how a drawing can be developed; I can combine materials for effect; I can identify the features of self-portraits; I can develop ideas towards an outcome by experimenting with materials and techniques; I can apply knowledge and skills to create a mixed-media self-portrait

Music

Dancing In the Street
Style: Motown

Reflect, Rewind & Replay
Style: Western Classical Music

Listen & appraise; Continue to embed the foundations of the interrelated dimensions of music using voices and instruments; Learn to sing the song; Play instrumental parts within the song; Improvise using voices and/or instruments within the song; Perform compositions within the song

Year 5 SUMMER -
How did the Maya civilisation compare to the Anglo-Saxons? Would you like to live in the desert?

History How did the Maya civilisation compare to the Anglo-Saxons? I can recognise when and where the ancient Maya lived; I can evaluate the challenges of settling in the rainforest; I can compare Anglo-Saxon and Maya houses; I can explain the importance of Maya gods and goddesses; I can design a map of a Maya city; I can evaluate the reasons for the decline of the Maya cities

Geography Would you like to live in the desert? I can summarise the characteristics of a desert biome; I can locate and explore features of deserts; I can describe the physical features of a desert environment; I can explain the different ways humans can use deserts; I can describe some of the threats facing deserts; I can explore the similarities and differences between two physical environments

Relationships Education

Module One: Calming the storm

Module Two: God is calling you; Under pressure; Do you want a piece of cake?; Self-talk; Sharing isn't always caring; Cyberbullying; Types of abuse; Impacted lifestyles; Making good choices; Giving assistance

Module Three: The Holy Trinity; Catholic Social Teaching; Reaching out

Science

Forces I can: measure, using appropriate units, friction between moving surfaces as part of an investigation into how the surface area and materials affect friction; use evidence to explain how objects fall through the air; use arrows to represent forces that make objects move in different directions; use test results about air resistance as a starting point for further investigative work; measure the effects of water resistance; identify and explain the effect of up thrust on objects in water

Human Growth I can: explain how newborn babies change into teenagers; understand and explain how girls become women and how boys become men; describe and explain the human life cycle.

Computing

Programming

I can: 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; tinker with a new piece of software; program an animation; recognise coding structures; create a program for a specific task; create a program.

P.E.

Cricket: Judge how far you can run based on the distance of a hit; throw over short distances with power and accuracy; follow the path of a moving ball to make sure it is fielded consistently; understand the backwards hit rule and using it tactically as the backstop; hit the ball into gaps to maximise the chance of scoring; set a field in a game to limit the scoring of a batter Athletics: Run for speed and distance on our own and a part of a team; pace ourselves to run over longer distances; use different jumping styles and explore which ones we can jump further with; use the push throw technique; exchange a baton within a restricted area; design an athletics activity for others using the STEP principle

Spanish

Children will learn the difference between the 2 verbs for 'to be' in Spanish - ser and estar. Children will learn to read and perform a rap and then write an original rap to describe themselves and their hobbies.