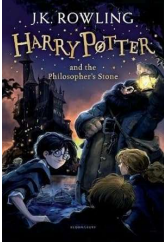

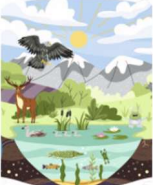












Year 5 Summer 2 Curriculum Map

Subject	Focus/Opportunities for learning
<p>English</p> 	<p>Harry Potter and the Philosopher's Stone by J.K Rowling</p> <p>Narrative – Setting description, expanded noun phrases, similes, metaphors, alliteration, personification, narrative containing a setting description, diary entry</p> <p>Non-Fiction – Newspaper report features, fact and opinion, planning, journalistic sentences, drafting and editing a newspaper report</p> <p>Spelling and Grammar – speech punctuation, punctuation for parenthesis, relative clauses, subordinating conjunctions</p>
<p>Maths</p> 	<p>Decimals and Percentages Thousandths as decimals and fractions, Thousandths on a place-value chart, Ordering and comparing decimals, Rounding decimals to the nearest whole number, Rounding to one decimal place, Understanding percentages, Percentages as fractions, Percentages as decimals, Equivalent fractions, decimals and percentages.</p> <p>Converting Units Kilograms and kilometres, Millimetres and millilitres, Convert units of length, Convert between metric and imperial units, Convert units of time, Calculate with timetables</p> <p>Volume Cubic centimetres, Compare volume, Estimate volume, Estimate capacity</p>
<p>Science</p> 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals <p>Animals, including humans</p> <ul style="list-style-type: none"> To describe the changes as humans develop to old age
<p>Geography</p> 	<p>What is life like in the Alps?</p> <ul style="list-style-type: none"> Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'
<p>History</p> 	<p>Local history – Oxford Road</p> <ul style="list-style-type: none"> Comparing and contrasting how the Oxford Road has changed through time. Focussing on: <ul style="list-style-type: none"> Transport Buildings People
<p>Computing</p> 	<p>YouTuber – Digital Literacy</p> <ul style="list-style-type: none"> To explain what YouTube and vlogging is. To understand the Online Safety Settings for Children Using YouTube. To understand the term influencer and online advertising. To discuss online bullying and its various forms and how to report. To create a still or animated digital logo. To understand the term 'fake news' and 'misinformation.' To understand the importance of fact-checking. To understand methods of analysing AI images. To create a script and storyboard for a YouTube-style video. To create a YouTube-style video based on a script and storyboard. To add audio/music to a video clip. To share the digital video with another application.

<p>French</p> 	<p>Chez Moi – My Home</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).
<p>Art</p> 	<p>Printing</p> <ul style="list-style-type: none"> • Draw with accuracy and add detail for effect. • Manipulate and use tools to create polystyrene prints. • Manipulate and use tools to create lino cutting. • Experiment with making marks in lino to create a printed image • Use ink to roll lino cutting and print multiple image.
<p>DT</p> 	<p>Cooking and Nutrition – Developing a recipe</p> <ul style="list-style-type: none"> • Describe the process of beef production. • Research a traditional recipe and make changes to it. • Add nutritional value to a recipe by selecting ingredients. • Prepare and cook a version of bolognese sauce.
<p>RE</p> 	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p>
<p>PE</p> 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • To apply throwing and catching skills to a game situation. • To understand when to pass and when to run with the ball. • To use a backwards pass effectively when attacking. • To work as a team to stop the opposition from scoring, applying the 'offside' rule. • To use a dodge to create space and beat a defender. • To apply rules and skills to take part in competitive games. <p>Tennis</p> <ul style="list-style-type: none"> • To develop throwing and catching skills and apply them relevantly to the situation. • To develop bowling accuracy and perform the skill within the rules of the game. • To develop batting skills, identify when I am successful and what I need to do to improve. • To develop fielding techniques and begin to use these under some pressure. • To understand the need for tactics and identify when to use them. • To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.
<p>PSHE</p> 	<p>Changing Me (Jigsaw)</p> <ul style="list-style-type: none"> • Self and Body Image • Puberty for Girls • Puberty for boys • Conception • Looking Ahead
<p>Music</p> 	<ul style="list-style-type: none"> • To continue to learn the recorder • Listen to and compose Blues • Composition: sound effect and jingles in advertising • Singing for production