

Year 5 Summer Term Provision

We aim to begin teaching in this term...

Local links:	<ul style="list-style-type: none"> • Industrial revolution in the Black Country • Local canals • Mining industry • The first steam engine
Book Options:	<ul style="list-style-type: none"> • 100 facts about Victorian Britain • Street Child – Berlie Doherty
Values and Virtues (Golden Thread): British Values	<ul style="list-style-type: none"> • Grateful and Generous • Attentive and Discerning • Mutual Respect and Tolerance
Catholic Social Teaching	<ul style="list-style-type: none"> • Dignity of Work and the Rights of Workers – St Joseph the Worker 1st May, Vocations Week, Jobs and Careers • Rights and Responsibilities – St Vincent De Paul
Subj	Learning Aims

Easter

- To know the Easter Vigil is the Church Celebration of the Resurrection of Christ
- To know the structure of the Vigil
- To know the meaning of the symbols used during the Vigil
- To discuss the importance of Christian belief in eternal life
- To understand why the Church uses fire, water, bread and wine to celebrate the Resurrection of Jesus.

V+V to be grateful for what Jesus did for us on the cross and to understand how this shows that he is generous

Pentecost

- To know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit
- To know that the Holy Spirit is included in the Church's belief in the Holy Trinity
- To discuss some of the qualities of the Holy Spirit
- To explain the Catholic belief in the Holy Trinity
- To explain some of the reasons why prayer to the Holy Spirit is so important

V+V to be faith-filled and hopeful like the Apostles

The Work of the Apostles

- To have a knowledge of the work of the Apostles after Pentecost
- To understand why the Apostles were so keen to proclaim the Resurrection of Christ to the world
- To identify and discuss many of the teachings and activities of the Apostles after Pentecost
- To recognise the importance of the early Church community in the lives of the Apostles.

V+V to understand how the Apostles were attentive and discerning to Jesus

Marriage and Holy Orders

- To know that Marriage and Holy Orders are sacraments of Commitment
- To recall the promises made in Marriage
- To recall the key tasks of the Archbishop, Priests and deacons
- To explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church
- To recall a number of different ways in which people contribute to the life of the Church through the roles and responsibilities they embrace

V+V to be curious and active when learning about the Sacraments

BV: show mutual respect and tolerance through our discussions

English	<p>Transcription</p> <ul style="list-style-type: none"> • Use some prefixes and suffixes and understand the guidance for adding them. • Begin to distinguish between homophones and other words which are often confused. • Begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Begin to use dictionaries to check the spelling and meaning of words. • Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. • To use a thesaurus confidently. <p>Handwriting</p> <ul style="list-style-type: none"> • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. <p>Composition</p> <ul style="list-style-type: none"> • To note and develop initial ideas, drawing on reading and research where necessary. • To use a wide range of devices to build cohesion within and across paragraphs. • To precise longer passages. • To assess the effectiveness of their own and others' writing. • To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To identify the audience for and purpose of the writing, selecting the appropriate form and using their own similar writing as models for their own. • In writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. • In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. <p>Vocabulary Grammar Punctuation</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. • Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading • Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
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Decimals

- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals – crossing the whole
- Adding decimals with the same number of decimal places
- Subtracting decimals with the same number of decimal places
- Adding decimals with a different number of decimal places
- Adding and subtracting whole and decimals
- Decimal sequences
- Multiplying decimals by 10, 100 and 1,000
- Dividing decimals by 10, 100 and 1,000

Geometry – Properties of Shape

- Measure angles in degrees
- Measuring with a protractor
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3D shapes

Geometry – Position and Direction

- Position in the first quadrant
- Translation
- Translation with coordinates
- Reflection
- Reflection with coordinates

Measurement – Converting Units

- Kilograms and kilometres
- Millimetres and millilitres
- Metric units
- Imperial units
- Converting units of time

	<ul style="list-style-type: none"> • Timetables <p>Measurement – Volume</p> <ul style="list-style-type: none"> • What is volume? • Compare volume • Estimate volume • Estimate capacity
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>Animals Including Humans</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p>Earth and Space</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky

P.E.	<p>Invasion Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Develop knowledge of attacking and defending • Further develop their understanding of space • Recognise the importance of rules within games <p>Gymnastics Develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> • Perform different movements with a range of dynamics • Perform a sequence of movements to music • Link different body shapes
Computing	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

P.S.H.E.	<ul style="list-style-type: none"> • To be able to recognise and respond appropriately to a wider range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • To learn that their actions affect themselves and others. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. • To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of view. • To work collaboratively towards shared goals • To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010). To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). • To learn to recognise and manage ‘dares’. • To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.
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M.F.L.	<ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 			
Topic Industrial Revolution and the Black Country				
Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> • Grateful and Generous • Attentive and Discerning 			
Planning resources:	<ul style="list-style-type: none"> • https://www.birminghammail.co.uk/news/nostalgia/worlds-first-successful-steam-engine-9183676 • https://www.revolutionaryplayers.org.uk/the-industrial-landscape-of-the-black-country/ • https://www.blackcountrymuse.com/apps/forums/topics/show/7850455-black-country-canal- • https://kidsmusiccorner.co.uk/types/classical/the-classical-period/ • https://kidsmusiccorner.co.uk/types/classical/romantic/ • https://kidsmusiccorner.co.uk/composers/classical/tchaikovsky/ 			
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas

	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: <i>a significant turning point in British history</i> • a local history study <p>V+V: we can celebrate the growth of knowledge and how humans can both improve and have a negative impact on God's Earth</p> <p>V+V: Did Victorians always show compassion and love through their treatment of each other?</p> <p>BV: democracy, the rule of law mutual respect can all be shown through man's ambition to improve</p>	<p>To understand what the Industrial Revolution was/To sequence some key events of the Industrial Revolution.</p> <p>To consider the importance of coal and iron during the industrial revolution</p> <p>To consider the impact of the first steam engine. (Y1 link)</p> <p>To consider the impact that the development of canals had.</p> <p>To understand how the Black Country got its name.</p> <p>To understand what life was like for children during the Industrial Revolution.</p> <p>To understand the working conditions during the Industrial revolution and compare it to today. Looking at local history and comparing it to what it is like now. BCLM: Accident Investigators – use sources to get an insight into living and working conditions in the 19th Century by focusing on a real disaster (Rounds Green New Colliery, Oldbury 1846)</p>	<ul style="list-style-type: none"> • industrial revolution • inventions • population • reform • urban • rural • committee • foreign • government • opportunity • Census • Analyse • Sources • Enquiry • Conditions • First person/secondary accounts • Interpretation • Perspective • Social responsibility 	<ul style="list-style-type: none"> • possible – BCLM speaker to discuss life in the industrial revolution • ½ day experience in school- what life was like before industrial revolution e.g.: no technology/lights (use pretend candles as real)/ dress in appropriate clothing/slates and chalk etc • BCLM trip
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Geography	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom identify/ recap human and physical characteristics, and land-use patterns understand how some of these aspects have changed over time <p>V+V: we can become learned and wise about how to put God's Earth to its best use</p> <p>BV: use of sources can help us understand tolerance and how democracy developed</p>	<p>L.O: To know and locate key UK cities of the industrial revolution. Use maps to locate cities in the UK</p> <p>L.O: To understand how the local area was used during the industrial revolution (physical characteristics/land use-coal/mining). To understand physical geography and also how it has influenced where we live today.</p> <p>L.O: To identify canals in the local area and beyond (human characteristics- how used then and now) To understand human characteristics of the local area and how it has influenced where we live today. To understand what human geography is. BCLM: Canal Mania Investigation – use historic apps and census data to determine the impact of canals on life and industry in the Black Country</p> <p>L.O: To create a map of your route to school Create a map of the local area with key landmarks and links to local history</p>	<ul style="list-style-type: none"> Characteristics Urban Rural Develop Physical Technology Transportation Population Distribution Economy Industrial Urbanisation 	

Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
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	<p>Pupils should be taught about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>BV: development of British identity</p>	<p>L.O: To identify key elements of L.S. Lowry’s style of artwork. Understanding great artist from the past.</p> <p>L.O: To draw relevant inferences (about industrial revolution) from a piece of artwork. Using historical artist to see what the Industrial Revolution is like.</p> <p>L.O: To understand how to use charcoal in drawing (children practise techniques)</p> <p>L.O: To consider how Lowry used charcoal to draw (children practise techniques)</p> <p>L.O: To create Lowry-style charcoal artwork. Using a range of materials in arty work based on a historical artist.</p> <p>L.O: To use a range of different techniques based on historical artist.</p> <p>L.O: To compare and contrast artist in different parts of the country. Use Edwin Butler Bayliss as inspiration to study a range of different techniques</p>	<ul style="list-style-type: none"> • Sketch • Shade • Perspective • industrial • Charcoal • Thorough 	
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		<p>'Canal Barges' for water and perspective using watercolour</p> <p>'A Brick Kiln' for oil pastels</p> <p>'A Gin Pit' for charcoal</p> <p>'Study for Meadow by the Heaps' for sketching and pencils</p> <p>Study each piece of work in relation to our topic and discuss artist's motivation.</p> <p>Compare and contrast to artists in different parts of the country and in Europe at the same time</p>		
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> • - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world 	<p>L.O: To know who Isambard Kingdom Brunel was. Research and understand famous architect from the past.</p> <p>L.O: To understand the structure of bridges and how this makes them strong. Research how to make paper sturdy To choose materials based on their properties.</p> <p>L.O: To use a brief to design a bridge. Create a design using a design criterion. Choose materials based on their properties.</p> <p>L.O: To create a model prototype of a bridge. Choose from a range of materials based on their properties.</p> <p>L.O: To evaluate a model against the design criteria. Evaluate their ideas and consider the views of others.</p>	<ul style="list-style-type: none"> • Innovation • Engineer • Transport • Marvellous • Controversy • Criticise 	
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	<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>BV: individual liberty to choose own designs and promote own ideas</p>			
Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
	<ul style="list-style-type: none"> • develop an understanding of the history of music. • listen with attention to detail and recall sounds with increasing aural memory 	<p>L.O: To know some of the key composers of the Classical Period (their music and timeline).</p> <p>L.O: To know some key differences between the Classical and Romantic Periods (and include how the industrial revolution affected this).</p> <p>L.O: To know some of the key composers of the Romantic Period (their music and timeline).</p> <p>L.O: To consider how emotions are created through some music from the Romantic Period (study Tchaikovsky music).</p>	<ul style="list-style-type: none"> • Orchestra • Dynamics • Tempo • Profession • Rhythm 	