



Year 5 Summer 2 Curriculum Overview

YEAR GROUP:	5	TERM:	Summer 2
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>IRREVERSIBLE CHANGES</u> -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p><u>SKILLS AND FIELDWORK</u> -To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>SKILLS AND FIELDWORK</u> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Taught in Summer 1</p>	<p>-To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -To 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. -To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><i>-To know that some people publish</i></p>

			<p><i>inaccurate information on the internet.</i></p> <ul style="list-style-type: none"> -To understand how to choose online content for my age group. -To know which resources on the internet I can download and use. -To explore different viewpoints in 3d modelling. -To explore the possibilities of 3d modelling. -To create a concept map.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
Taught in Summer 1	<p>Cooking</p> <ul style="list-style-type: none"> -To 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. -To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. -To select from and use a wider range of tools and equipment to perform practical tasks [for example, 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different 	<p>Striking and Fielding Games (Cricket)</p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To be able to adhere to some of the basic rules of cricket. -To develop a range of skills to use in isolation and in a competitive context. -To use basic skills with more consistency including striking a bowled ball.

	<p>cutting, shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> -To 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. -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>traditions and from great composers and musicians.</p> <ul style="list-style-type: none"> -To develop an understanding of the history of music. 	<ul style="list-style-type: none"> -To develop the range of Cricket skills they can apply in a competitive context. -To choose and use a range of simple tactics in isolation and in a game context. -To consolidate existing skills and apply with consistency.
PSHE	RE	MFL	PE
<u>RSE</u>	<p>Beliefs and Practices (Christianity)</p> <ul style="list-style-type: none"> -To understand how Christians show their commitment to God and to evaluate if there is a best way. 	<ul style="list-style-type: none"> -To order and ask for items in Spanish. -To create a menu in Spanish using the correct vocabulary. -To take part in role play using the correct sayings and phrases. -To explore the first person singular when ordering food and drink. 	<p><u>Dance - Ballet</u></p> <ul style="list-style-type: none"> -To perform unassisted pirouettes singles and doubles. -To perform chene turns, travelling pas de bourree's, shifts, triplets and aeroplane. -To explore weight distribution and transference. -To work on counter balances-assisted weight. -To develop ballet vocabulary. -To strengthen and condition the body. -To explore the idea of expression and dramatic movement and connections

			between physical and emotional interpretation.
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