Learning Journey

Year 5 – Summer 2

Areas of learning

As geographers, we will develop our understanding of Brazil and its key characteristics (both physical and human)

In Design and Technology, we will plan, prepare and evaluate a Brazilian style empanada.

In RE, we will discover whether you need to follow a religion to live a happy life.

In computing, we will learn how to add music to computer programming.

As mathematicians, we will learn about geometry and shape.





5Cs focus	
Care	We will learn about taking care of our bodies.
Challenge	We will challenge ourselves to learn new skills at kayaking.
Collaboration	We will work together as a team during our wellbeing sessions.
Courage	We will be courageous and try our best during sports day.
Creativity	We will be creative artists when drawing out Tudor portraits.

ENGLISH

Reading

Class Story: Floodlands by Marcus Sedgwick

- To make inferences and justify using evidence from a text
  To identify the writer's use of language and make comments on this
- To make inferences about different points in a text
- To predict what might happen using evidence gathered
- To understand that writers make structural choice
- To be able to identify figurative language
- To be able to summarise
- To be able to make a comment on an author's viewpoint using evidence from the text
- To explain meaning of words in context
- To Identify / explain how meaning is enhanced through choice of words and phrases

Writing

Floodlands – Character description, Narrative

- I can use **dialogue (with accurate punctuation)** to convey a character and advance the action with increasing confidence.
- I can build **cohesion** through a range of devices.
- I can accurately use **relative clauses to extend my sentences** (that, which, who, where, when, whose)
- I can use **precise and high-level language**
- I can **proof-read**, **evaluate and edit** my writing for accuracy and impact.
- I can use **paragraphs consistently** in narrative and non-narrative.
- I can use the character's thoughts, words, deeds, or an actual physical description to contribute to characterisation (Show not tell).

Grammar

Speech punctuation and accurate use of punctuation for direct and reported speech
Relative clauses
Parenthesis
Time adverbials
Prepositional phrases
Sentence types (simple, compound and complex)

Spelling

- Unstressed vowels eg: desperate
- Prefixes de/re/over
- Suffixes ful/ive
- To start to know how to spell the words from the Years 5&6 word list

Handwriting

- Consistent spacing and sizing
- Joining all letters (apart from capital letters)
- Writing on the line
- Fluent style

<table>
<tr><th colspan="2">MATHS</th></tr>
<tr><td>Fractions continued
To correctly use the language of equivalent fractions
To explain the vertical relationship between numerators and denominators within equivalent fractions (1/5, 1/3 and equivalent)
To use their knowledge of the vertical relationship to solve equivalent fractions problems
To explain the horizontal relationship between numerators and denominators across equivalent fractions (1/5, 1/3 and equivalent)
To explain the relationship within families of equivalent fractions
To use their knowledge of equivalent fractions to solve problems
To use their knowledge of common equivalents to compare fractions with decimals
To practise recalling common fraction-decimal equivalents</td><td>Converting units
To convert between units of measure (larger to smaller units- whole number conversions)
To convert from and to fraction and decimal fraction quantities of larger units
To derive common conversions over 1
To carry out conversions that correspond to 100 parts
To solve measures problems involving different units
To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
To convert between miles and kilometres
To solve problems involving converting between units of time</td></tr>
<tr><td colspan="2">Angles
To compare the size of angles where there is a clear visual difference
To use the terms acute, obtuse and reflex when describing the size of angles or amount of rotation with relation to right angles
To use a unit called degrees as a standard unit to measure angles
To estimate the size of angles in degrees using angle sets
To measure the size of angles accurately using a protractor</td></tr>
</table>

SCIENCE - Living Things	DT empanadas
KNOWLEDGE • Know how humans change as they develop to old age • Know the key changes experienced in puberty Name the stages of human growth • Foetal Stage • Infancy • Toddler • Adolescence • Adulthood • Elderly • Growth survey, measure accurately in cm and mm Use a range of equipment to take precise measurements using standard units (A) and give a brief description of physical changes at each stage • Name three key changes experienced in puberty	*1. To taste and evaluate a range of hot savoury fillings to determine the intended user's preferences.* *2. To be able to generate ideas focus on the needs of the target market and research.* • Write a simple design specification and refer to it when designing. 3. *To use exploded diagrams (recipe concept) to develop and communicate their ideas.* 4.To know how to prepare ingredients for empanadas • To know how to use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Plan by explaining what to do next by ordering the main step, including processes that involve a series of steps verbally or written. • Identify tools needed for different stages. Select and explain their choice of materials and components according to functional properties. *5. To use skills I have learnt to make my empanadas* 6. To evaluate their ideas and products against their original design criteria. Some foods are healthy, and some are unhealthy. Vegetables are healthy.

To describe the life cycle of a bee in the context of Eva Crane's work To describe Eva Crane and her work with bees To know what an animal behaviourist does To find out about the work of animal behaviourist Jane Goodall **SKILLS** To record and present results clearly To take precise measurements using standard units To record data using labelled diagrams, keys, tables and bar charts	Understand where vegetables and meat fit into the balanced plate. Pastry is made from wheat and so comes from plants. Knives must be used safely using the bridge hold and claw hold. Hands and equipment need to be clean and hair needs to be tied back so that it is hygienic. An empanada is a type of baked or fried turnover consisting of pastry and filling (usually savoury). **Where does meat come from?** To understand how meat is reared, caught and processed.
PSHE – Healthy Me (Jigsaw)	**Computing – Music programming**
L1 I am aware of my own self-image and how my body image fits into that Self image is how we see and feel about ourselves inside and outside. L2 To be able to explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. To know that girls have periods and name one way to take care of themselves emotionally and physically. L3 –) I can describe how boys' bodies change during puberty L4 Babies are created with a sperm and an egg. It takes 9 months to grow a baby. L5 –I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)I can name 2 things that I am gaining responsibility for L6–To be able to identify what I am looking forward to when I move to my next class.	**KNOWLEDGE** To understand that digital music can enhance a scene in a film To understand that tinkering is an important computational process To know that using loops can make the process of writing music simpler and more effective. To know that programming music is a way to apply skills **SKILLS** To be able to use a loop in a program To be able to code a piece of music that combines a variety of structures and uses loops

SWIMMING

KNOWLEDGE

I can swim competently, confidently and proficiently over a distance of at least 25 metres

I can perform safe self-rescue in different water-based situations

I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke

SKILLS

To develop gliding, front crawl and backstroke.

To develop rotation, sculling and treading water.

To develop the front crawl stroke and breathing technique.

To develop the technique for backstroke arms and legs.

To develop breaststroke technique

Social: communication

Social: supporting and encouraging others

Emotional: determination

PE-Tennis and Swimming

Outdoor PE – Tennis

KNOWLEDGE

I am developing a wider range of skills and I am beginning to use these under some pressure

I can identify how different activities can benefit my physical health

I can identify when I was successful and what I need to do to improve

I can use feedback provided to improve my work

I can work cooperatively with others to manage our game

SKILLS

To develop returning the ball using a forehand groundstroke

To develop returning the ball using a backhand groundstroke

To work cooperatively with a partner to keep a continuous rally

To develop the underarm serve and understand the rules of serving

To develop the volley and understand when to use it

To use a variety of strokes to outwit an opponent

-Organise and lead warm up activities and games

-Help others to change in order to improve performances

-Accept decisions

-Compromise with other teams/individuals

RE –Do you need to follow a religion to lead a happy life?

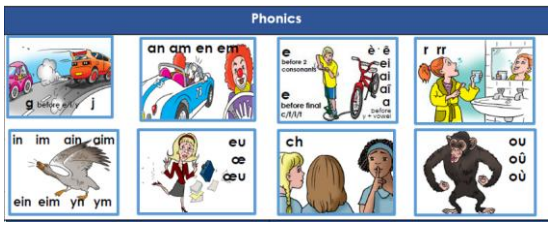
Do you need to follow a religion to have a good and happy life? Multi faith

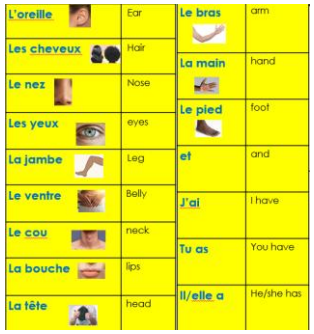
***Living the Faith* – Significant People**

- How do Humanists know what to believe?
- Humanism is a philosophy rather than a religion
- What are humanists' views on happiness?
- Humanists believe we can be happy without believing in God or gods
- What do humanists celebrations tell us about the things humanists value?
- What do humanists value in life?
- Humanists believe we only have one life and we should make the most of this life
- Human beings should try to live full and happy lives and should help others do the same

I can ask a range of good questions and explore some of the ways in which people show that religion is important to them

French – Le corps





- To know the main body parts in French
- To know that adjectives come after the noun in French
- To be able to write sentences with the verb avoir to describe people (eg: il a les cheveux bruns)
- To be able to use 'et' to add detail
- Re-cap colours and numbers

Geography- What makes Brazil distinctive?

Locational knowledge

- 1: To be able to locate South America and the countries within it on a world map South America's biggest country is Brazil
- 1: Use digital mapping to locate major cities in Brazil, and capital cities of neighbouring countries.

Place Knowledge

- 3: Brazil is the world's seventh largest economy
- 2: Investigate climate and weather and compare with UK.
- 5: Life in Rio – what is daily life like? Compare with Teddington. Favela vs wealthy

Human and Physical Geography

- 2-Understand geographical similarities and differences, through study of human and physical geography, of a region of the UK (Greater London) and Brazil (Rio de Janeiro)
- Understand how my life is linked to Brazil (economy and trade)
- 3:Brazil is rich in natural resources such as Iron ore

3: Brazil's biggest exports: Soybeans:
Crude Petroleum:
Iron Ore:
Meat (Poultry and Beef):
Sugarcane and Sugar

- 4:To know how energy in produced in Brazil: **Brazil** generates 84 % of its electricity from **renewable** resources (UK 35.9%)
- 4: Explore how deforestation affects Brazil; Human geography: Deforestation is affecting Brazil in relation to land use.