

## English- The Great Kapok Tree and a Rainforest debate

### Reading-

Explore themes within and across texts e.g. other cultures, nature. Make comparisons within a text e.g. characters' viewpoints of same events, express preferences about a wider range of books including modern fiction and traditional stories, explore meaning of words in context, explain the effect on the reader of the authors' choice of language, demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal, infer characters feelings, thoughts and motives from their actions and justify inferences with evidence and identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade.

### Writing-

Use suffixes *-ate*, *-ise*, *-ify* to convert nouns and adjectives into verbs.

Create and punctuate complex sentences using *-ed* and *-ing* openers, plan their writing by noting and developing ideas, draw on reading and research, blend action, dialogue and description within and across paragraphs, suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning, ensure consistent and correct use of tense throughout a piece of writing and ensure consistent subject and verb agreement.

## Art – Claude Monet (1840-1926)

Through the Impressionistic work of Claude Monet, the children will:

- develop their painting techniques by controlling and using watercolour paints.
- create sketchbooks to record their observations and use them to review and revisit ideas.
- learn about great artists and artistic movements from history.
- record observations, in order to review and revisit ideas and painting techniques.
- evaluate the techniques and materials used.
- explore the relationship of line, form and colour.
- create a landscape drawing and painting in the Impressionist Style (final outcome).

## Computing – Animation

The children will be exploring animation by:

- Recording using Stop-Go animation to make objects appear to move
- Creating a succession of images which mimic movement
- Refining work by combining text, photos, sound and video
- Editing and reviewing my work at different stages

## Maths-

### Reasoning with Fractions

Add and subtract fractions with same denominators or those that are multiples of each other  
Multiply proper fractions and mixed numbers by integers (supported diagrammatically)

### Solving Number Problems

Recap multiplication and division; Solve problems involving any of the four operations, including problems of factors, multiples and squares and problems involving decimals up to 3dp.

### Investigating Statistics

Line graphs – comparison, sum and difference problems; complete, read and interpret tables

### Mega Maths Days

Shape, Angles and Investigating Statistics.

## Science- Properties and Changes of Materials

### Reversible & Irreversible Changes

The children will be able to-

- group materials into solids, liquids and gases (lost learning).
- explain that some materials change state when heated or cooled (lost learning).
- compare and group together everyday materials on the basis of their properties.
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.

The pupils will work scientifically to-

- 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.
- record data and results.
- using test results to make predictions to set up further comparative and fair tests or support or refute their ideas.
- report and present findings from enquiries.

## Geography – The Amazon Basin

- Name and locate an increasing range of places in the world including globally and topically significant features and events
- Locate the world's countries, using maps to focus on South America concentrating on environmental regions, key physical and human characteristics, countries and major cities
- Identify the position and significance of longitude, latitude, Equator, Northern Hemisphere and Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn
- Understand geographical similarities and differences through the study of a human and physical geography of a region in South America
- Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments
- Understand how and why some features or places are similar or different and how and why they change

# Year 5 Summer 2

Music  
Violins

## RE:

Focus Question: Why is it sometimes difficult to do the right thing?

This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

## PSHE

Health and wellbeing  
Physical health and mental wellbeing.  
Growing and changing.  
Keeping safe

## MFL – En classe

Identify objects in the classroom.  
Understand and identify the different colours.  
Use spoken French to give their age.  
Respond to a range of instructions in French.  
Begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases.

## Can you help?

Can you help your child:-

- Read regularly at home
- Practising their times tables (Times Table Rock Stars)
- Learning their spellings