

Year 5 Summer Term Curriculum -	
The Big Question: Where does beauty come from ?	
Theme Words:	Explore
Visitor/Visit	Visit to Lancaster Castle and Butterfly House
Topic Linked Subjects	
English <i>Private Peaceful</i>	<i>SEE OLSE PROGRESSION OF SKILLS (KLIPS)</i>
Topic <i>The Spirit Of Preston's Past</i>	<ul style="list-style-type: none"> • <i>Select a map for a specific purpose</i> • <i>Compare maps with aerial photos</i> • <i>Draw a variety of thematic maps based on their own data</i> • <i>Use and recognise OS map symbols</i> • <i>Choose reliable sources of information to find out about the past</i> • <i>Give own reasons why changes may have occurred, backed up by evidence</i> • <i>Describe similarities and differences between some people, events and artefacts studied</i> • <i>Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past</i> • <i>investigate own lines of enquiry by posing questions to answer</i> • <i>Give reasons why there may be different accounts of history</i> • <i>Communicate ideas about the past using different genres of writing</i> • <i>Use ICT to plan and present a project about some aspect of studied local history</i>
Science <i>Change And The Cycle Of Life</i>	<ul style="list-style-type: none"> • <i>Make a prediction with scientific reasons</i> • <i>Use test results to make predictions to plan further comparative and fair tests</i> • <i>Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary</i> • <i>Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate</i> • <i>Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs</i> • <i>Report and present findings from enquiries, through written explanations and conclusions with evidence</i> • <i>Use a graph to identify causal relationships and anomalies</i> • <i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i> • <i>Describe the life process of reproduction in some plants and animals</i> • <i>Describe the changes as humans develop to old age</i> • <i>Demonstrate that dissolving, mixing and changes of state are reversible changes</i> • <i>Explain that some changes result in the formation of new materials, and that this kind of change is not reversible, including changes associated with burning and the action of acid on bicarbonate of soda</i>
Art <i>Butterfly Beauty And Nature</i>	<ul style="list-style-type: none"> • <i>Use sketchbooks to collect and record visual information from different sources</i> • <i>Select and record from first- hand observation, experience and imagination and explore ideas for different purposes</i> • <i>Question and make thoughtful observations about starting points and select ideas to use in their work</i> • <i>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</i> • <i>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</i> • <i>Adapt their work according to their views and describe how they might develop it</i>

	<ul style="list-style-type: none"> • Annotate work in a sketchbook • Work from a variety of sources including observation, photographs and digital images • Work in a sustained and independent way to create a detailed drawing • Develop close observation skills using a view finder • Use a sketchbook to collect and develop ideas • Identify artists who have worked in a similar way to their own work • Use dry or wet media to make different marks, tone, form and texture within a drawing • Explore colour mixing and blending with coloured pencils • Use different techniques for different purposes eg shading or hatching • Begin to use simple perspective in their work using a single focal point and horizon • Begin to develop an awareness of composition, scale and proportion in their drawings • Explore ideas using digital sources • Record, collect and store visual information digitally • Present recorded visual images using software • Use a graphics package to import or create/manipulate images • Make paintings with a background, foreground and middle ground • Develop a painting from a drawing • Work back into paintings with mixed media eg. include collage, pen etc.. • Be able to mix colours to create skin tones • Create printing blocks using sketchbook ideas • Experiment with overprinting and colour • Experiment with Batik / resist techniques eg - Use a mix of flour and water to act as a resist on fabric • Learn and revise stitches – running stitch, cross stitch, back stitch and create textiles using a combination of stitches • Use recycled, natural and manmade materials to create sculptures • Plan a sculpture through a drawing • Shape, form, model and construct from observations and images • Develop skills using clay eg Roll a slab to create a cylinder type pot and/or advanced joining of thumb pots to make a small animal such as a hedgehog or mouse Add collage to a painted/printed background • Use the natural environment and/or townscape to stimulate collage work
<p>Maths</p>	<p>SEE OLSE PROGRESSION OF SKILLS</p>
<p>French</p>	<ul style="list-style-type: none"> • Recognise numbers from 1 to 100 • Follow classroom instructions and simple direction instructions • Use nouns, adjectives and conjunctions to talk about a wider range of topics • Begin to use the future tense to express intentions e.g. I am going to • Read aloud, a chorus or refrain from a familiar text • Recite a few lines from a story, poem or song with good pronunciation • Write 2 or 3 more interesting sentences by adding 1 or 2 simple conjunctions
<p>PSHE</p>	<ul style="list-style-type: none"> • Know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

	<ul style="list-style-type: none"> • Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
Computing	<ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts • Use selection in algorithms • Recognise the need for conditions in repetition within algorithms • Use logical reasoning to explain how a variety of algorithms work • Use logical reasoning to detect and correct errors in algorithms • Evaluate my work and identify errors • Create programs by decomposing them into smaller parts • Use selection in programs • Use conditions in repetition commands • Work with variables • Create programs that control or simulate physical systems • Evaluate my work and identify errors* make a digital photo utilising camera settings • Enhance digital photos and images using crop, brightness and resize tools • Link and explain how to photoshop images and how this is used in the media
PE	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately • Move and uses actions with good accuracy and fluency • Analyse and explain why they have used specific skills or techniques • Create their own success criteria for evaluating and improving their work • Choose their own warm-ups and cool-downs appropriately • Explain how the body reacts to different kinds of exercise • Run at speed and perform a relay change-over • Combine running and jumping • Throw with greater accuracy and efficiency of movement • Draw maps and plan and set own positions on a trail • Navigate a route on a map in a less familiar setting • Adapt skills and vary tactics to outwit an opponent • Apply basic principles of attack and defence • Make a team plan and communicate it to others