



# Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 5 Curriculum Organiser  
**Summer Theme: Ancient  
Egyptians**

## English:

### Reading knowledge and Skills

- Give and explain the meaning of words in context.
- Make inferences from the text. Explain and justify inferences with evidence from the text.
- Identify/explain how narrative content is related and contributes to meaning as a whole.

### Writing knowledge and Skills

#### Unit 1: Suspense story

- Use dialogue to advance the action.
- Know the impact of ambitious vocabulary.
- Recognise and use personification for effect.
- Select and use organisational and presentational devices relevant to the text type.
- Use onomatopoeia, show not tell and empty words to build suspense.
- Produce consistent legible, fluent joined handwriting.

#### Unit 2: Figurative language poetry

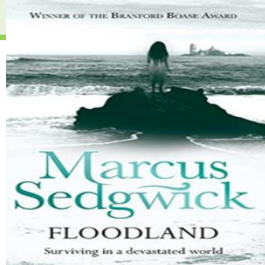
- Recognise and use metaphors for effect.
- Recognise and use similes for effect.
- Recognise and use personification for effect.
- Produce consistent legible, fluent joined handwriting.

### SPaG knowledge & Skills

- Use brackets, dashes or commas to indicate parenthesis
- Use the colon to introduce a speaker
- Use the passive voice

### Class Reader

Floodland  
By Marcus  
Sedgwick



## Whole School Values Focus

# FRIENDSHIP

## Legrave Primary School

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## Year 5 Basic Skills Summer Term One

### Personal, Social, Health and

### Relationship Education:

#### Relationships

- Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- Understand that belonging to an online community can have positive and negative consequences.
- Understand there are rights and responsibilities in an online community or social network.
- Show respect in how they treat others
- Know how to help themselves and others when they feel upset or hurt.
- Explain how to stay safe when using technology to communicate with my friends.
- Know and show what makes a good relationship.

Hello

I'm Jigsaw Jez



## Maths:

### Knowledge and Skills

#### Properties of shape

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees
- Identify angles at a point and one whole turn (total 360°).
- Identify angles at a point on a straight line and 1/2 a turn (total 180°).
- Identify other multiples of 90°.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

#### Position and direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

#### Measurement

- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- Estimate volume for example using 1 cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity for example using water
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure for example length, mass, volume, money using decimal notation, including scaling.

## **English:**

### Writing Knowledge and Skills

#### **Unit 1: Alien Landing - Narrative**

- Recognise and use rhetorical questions
- Use action openers to hook the reader
- Use two adjective sentences to add detail and description to writing
- Maintain third person pronouns for cohesion
- Use a range of devices to write effective description of setting and characters.
- Produce consistent legible, fluent joined handwriting.

#### **Unit 2: Persuasive letters - Non-fiction**

- Use a topic sentence.
- Use a rhetorical question.
- Link ideas across paragraphs with adverbials e.g. 'in contrast', 'on the other hand', 'as a consequence of' or ellipsis.
- Use formal language appropriate for the tone and audience of the letter.
- Produce consistent legible, fluent joined handwriting.

### Reading knowledge and Skills

- Give and explain the meaning of words in context
- Make inferences from the text. Explain and justify inferences with evidence from the text.
- Identify/explain how meaning is enhanced through choice of words and phrases

### SPaG knowledge and skills

- Use a dash to separate clauses
- Use appropriate adjectives in expanded noun phrases
- Use ellipsis at the end of sentences to suggest suspense.

# KINDNESS

## **Leagrave Primary School**

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## **Year 5 Basic Skills Coverage Summer Term Two**

### **Personal, Social, Health and Relationship Education:**

#### **Changing Adolescent Body**

Describe the physical and emotional changes associated with puberty.

- Know that the physical changes associated with puberty include growth, spots, facial and pubic hair growth and menstruation in girls.
- Know that the emotional changes associated with puberty include mood swings and extreme emotional reactions.
- Understand the increased importance of personal hygiene during puberty.
- Know that puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children.
- Know that during puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty.



kindness



## **Maths:**

### Knowledge and Skills

#### **Addition and Subtraction**

- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

#### **Multiplication and Division**

- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Recognise and use square numbers and the notation for squared
- Recognise and use cube numbers and the notation for cubed
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

#### **Number and place value**

- Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

### **Class reader**

Beetle Boy  
By M.G. Leonard.



# Year 5 Egyptians Theme Summer Term

## Enrichment Opportunities

Wow Entry and Outcome: British Museum

Visits & Visitors:

## Art and Design

Carve and sculpt materials using a range of tools and finishing techniques (for example sanding, etching and smoothing)

- Know that taking away material is known as subtractive or carving.
- Know that adding material is known as construction.
- Know that etching uses a sharp point to create a desired pattern on another substance. (Egyptian Amulets)

## Music - Fresh Prince of Bel- Air and Living on a Prayer

Both units consist of a six-week unit of work. All the learning is focused around one song: The Fresh Prince Of Bel-Air and Living on a prayer.

The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing, improvisation and playing instruments are all linked.

Maintain their part in a performance

- Know that accurate and confident group performances benefit from various factors: practice and preparation, the monitoring and adjustment of pitch, rhythm, timbre and dynamics and responses and awareness to the actions of others.

Use and understand musical notations.

- Use standard notation to perform and write music.
- Know that in standard musical notation, time signatures indicate how many beats are in a bar. For example, 4/4 means there are four crotchet beats in a bar.
- Know that bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music

## Geography

Describe and explain similarities and differences (human and physical) between the UK and a region within North or South America.

- Describe and understand key aspects of human geography, including: types of settlement and land use, trade links, and the distribution of natural resources including energy, food, minerals and water.



## Design and Technology

Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing)

- Know that kneading is really all about creating texture and developing the gluten in the flour. It can also allow the dough to hold tiny pockets of gas, which will help with rising, in the case of bread.
- Know that rubbing in' is a technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.
- Know that mixing is when two or more ingredients are evenly shared into one - this may be achieved through: stirring, beating, blending, binding, creaming, whipping and folding.

Test and evaluate products against a detailed design specification and make adaptations as they develop the product

- Children understand that evaluations can take place not just at the end of the designing and making process but continually throughout.
- Know that these allow you to make adaptations to improve your design / product. In order to This includes tasting in cooking food.

## History: Ancient Egypt

Identify bias in historical source materials.

- Know that bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.

Create an in-depth study of an aspect of British history beyond 1066, including how everyday life changed for people after invasion.

- Describe the hierarchy and different roles in ancient civilisations. Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.

Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). (Ancient Egypt)

- Know that the characteristics of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can be seen in society today.

Investigate evidence of invasion and settlement in the locality.

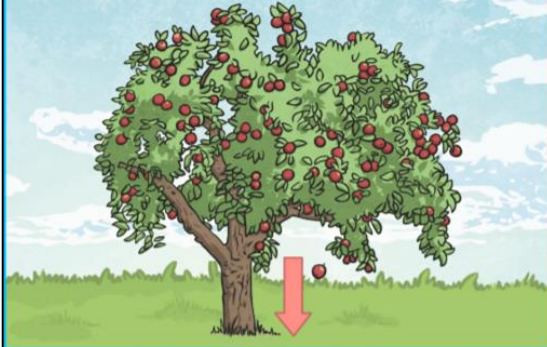
- Know that evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends





## Year 5 Subject Focus: Summer Term

# Gravity



Gravity is the force that pulls objects downwards towards the centre of the Earth.

# Friction



Friction is the resistance between two surfaces that are in contact with each other.

## Science Summer 1:

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object:

- Know that gravity is a force which pulls objects down towards the centre of the Earth. It also stops things from floating away in space and is the reason why people in the southern hemisphere do not fall off the bottom of the Earth.

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces :

- Know that air Resistance describes how air slows objects down as they move through it.
- Know that to reduce the impact of air resistance, objects need to be more aerodynamic / streamlined.
- Know that water Resistance describes how water slows objects down as they move through it.
- Know that to reduce the impact of water resistance, objects need to be more streamlined
- Know that friction occurs when two surfaces touch each other
- Know that friction is what gives us grip (wellies on ice)
- Know that friction produces heat
- Know that friction is greater on rougher surfaces and slows things down more
- Know that friction is less on smoother surfaces and slows things down less

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect:

- Know that a lever has a beam, a fulcrum, a load and an effort. There are three types of lever, a class one (see saw), a class two (wheelbarrow) and a class three (fishing rod). These allow a smaller force to lift / move a heavier weight
- Know that pulleys are made by looping a rope over one or more wheels. They are used to lift heavy objects. They allow a smaller force to move a greater weight. The pulley you turn is called the driver. These allow a smaller force to lift / move a greater weight
- Know that gears are wheels with teeth that slot together. There are high gears and low gears (e.g. on a bike or a car). The lower the gear the easier it is to pedal (or the least amount of force you need). As gears get higher, the harder it is to pedal (or the more amount of force you will need), but the faster you can go.

## Types of Forces

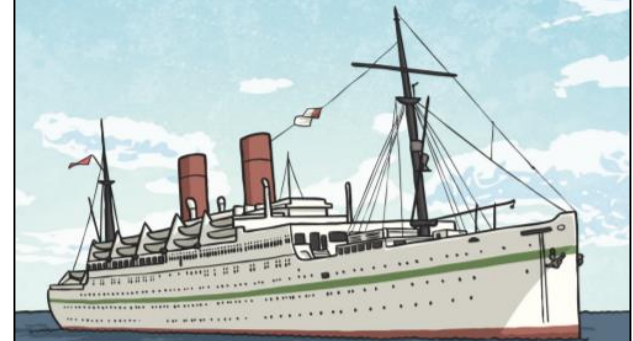
# Air Resistance



Air resistance pushes against moving objects.

## Types of Forces

# Buoyancy



Buoyancy (or upthrust) is the force that pushes an object upwards.

## Science Summer 2:

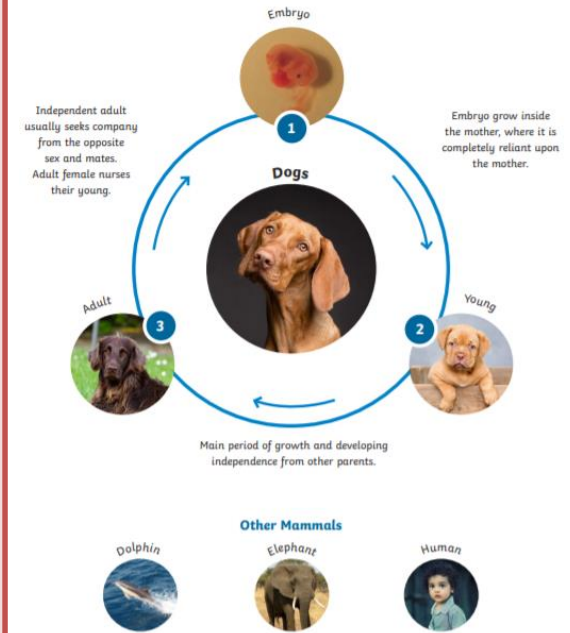
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird:

- Know the life Cycle of a Mammal: Give birth to live young, Grow from babies > adults, Reproduction, Give birth to live young
- Know the life Cycle of an Amphibian: Lay an egg in water, Grow to an adult, Reproduction, Lay an egg in water
- Know the life Cycle of an Insect: Lay eggs, Grow to an adult or transform to an adult, Reproduction, Lay eggs
- Know that life Cycle of a Bird: Lay an egg / eggs, Grow to an adult, Reproduction, Lay egg / eggs

Describe the life process of reproduction in some plants and Animals:

- Know that reproduction is the process by which living things create other living things
- Know that animals reproduce to create babies
- Know that reproduction in animals is mainly sexual, involving two animals
- Know that there are exceptions to this (Asexual reproduction): starfish
- Know that plants reproduce to create seeds which make new plants
- Know that reproduction in plants happens in two ways:
  1. Sexual Reproduction: when the pollen from one flower meets the eggs of a flower and new seeds are then created
  2. Asexual Reproduction: When a part of a plant breaks off and grows to become a living plant itself

## The Mammal Cycle



## The Bird Life Cycle

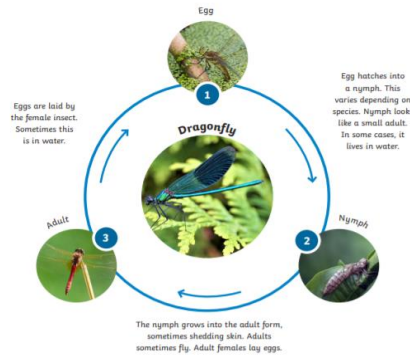


## The Amphibian Life Cycle



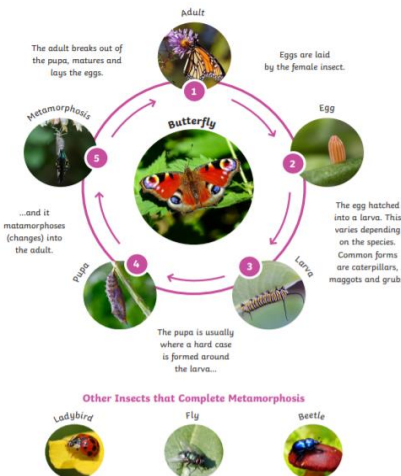
## The Insect Life Cycle

Incomplete Metamorphosis



## The Insect Life Cycle

Complete Metamorphosis





# Year 5 Subject Focus: Summer Term

## Religious Education

### Make sense of belief

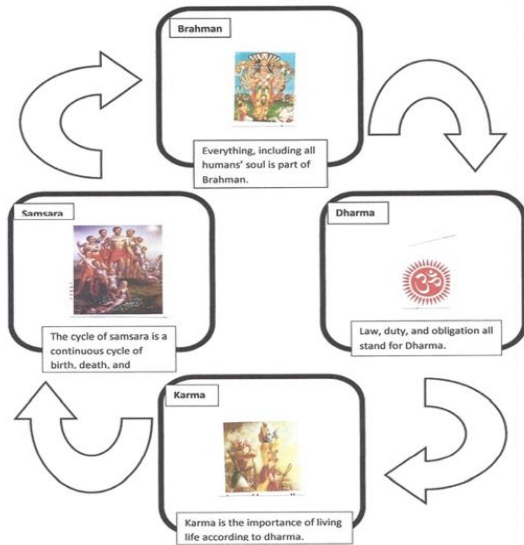
- Identify and explain Hindu beliefs e.g dharma, karma, samsara and moksha, using technical terms accurately.
- Give meaning for the story of the man in the well and explain about dharma, karma, samsara and moksha

### Understand the impact

- Make clear connections between Hindus beliefs about dharma, karma, samsara and moksha and ways Hindus live.
- Connect the four Hindu aims of life and the four stages of life with beliefs about Dharma Karma Moksha etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.

### Make connections

- Make connections between Hindu beliefs studies (eg. Karma and Dharma), and explain how and why they are important to Hindus.
- Reflect on and articulate what impact belief in Karma and Dharma might have on individuals and the world recognizing different points of view.



## Modern Foreign Languages

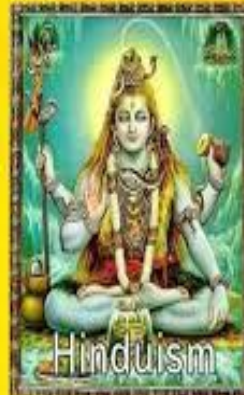
- Recite a short poem from memory.
- Identify rhyming words in short texts.
- Letter string –in.
- Present a short role play introducing family members
- Ask and answer questions.
- Recognise rhyming words and understand that the final consonant is rarely pronounced.
- Use mental associations to help remember words.



## Hinduism

The world's "oldest extant religion"

- Makes up 80% of population of India
- Belief in many gods
- Belief in reincarnation (the rebirth of souls after death)
- Karma – moral consequences of people



## Physical Education:

### Athletics

- Use correct technique to run at speed.
- Develop the ability to run for distance.
- Throw with accuracy and power.
- Identify and apply techniques of relay running.
- Explore different footwork patterns.
- Understand which technique is most effective when jumping for distance.
- Learn how to use skills to improve the distance of a pull throw.
- Demonstrate good techniques in a competitive situation.

### Dance

- Accurately copy and repeat set choreography.
- Choreograph phrases individually and with others considering actions and dynamics.
- Perform different styles of dance, clearly and fluently, showing a good sense of timing.
- Lead a group through short warm-up routines.
- Refine actions, dynamics, relationships and space in dance in response to a stimulus.
- Suggest ways to improve work using key terminology.
- Use counts when choreographing to stay in time with others and the music.

### OAA (Outdoor and Adventurous Activity)

- Is inclusive of others and can share job roles.
- Can navigate around a course using a map.
- Can orientate a map confidently.
- Can reflect on the successes of solving challenges and alter methods in order to improve.
- Use critical thinking to approach a task.
- Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.



# Computing

## Create a media-rich online blog

1. Become familiar with blogs as a medium and a genre of writing
2. Create a sequence of blog posts on a theme incorporate additional media comment on the posts of others
3. Develop a critical, reflective view of a range of media, including text.

### Skills and Knowledge

Find out what makes a good blog

- Understand what a blog is
- Identify features of a blog
- Navigate a blog website
- Understand HTML in relation to blogging
- Review internet safety – applying acceptable use policy
- Know where blogs can be found or used
- Know what HTML is
- Understand internet safety procedures

Writing a blog post

- Know the vocabulary associated with a blog's interface (dashboard)
- Confidently explore a blog's interface including swapping between internet and HTML view
- Know how to select an appropriate style of writing for an audience
- Write an appropriate blog post
- Know how to insert hyperlinks into the blog
- Understand different styles of writing for different audiences
- Know what a hyperlink is
- Know how to follow appropriate children bloggers

Commenting on blog posts

- Know how to give positive feedback
- Know how to make comments on blogs
- Respond to comments on blogs
- Identify unacceptable blog posts
- Identify appropriate positive vocabulary
- Know who to report to if an unacceptable post is identified

Adding images to blog posts

- Compose additional blog posts
- Illustrate blog posts with appropriate images
- Know how to source images and to cite the author
- Use editing software to edit pictures
- Know the importance of copyright
- Understand acceptable and unacceptable behaviour in relation to using other people's work and ideas

Working with media

- Embed a video or audio clip
- Understand Wordpress specific code for embedding media
- Write a blog appropriate video or audio script
- Record an audio or video which is blog appropriate
- Review internet safety – applying acceptable use policy
- Know what Wordpress is and to be able to login and navigate the site
- Understand the similarities and differences between blogs, podcasts and videos diaries or journals
- Know appropriate language for use online

Live Blogging

- Create a live blog for a pre-chosen event
- Know the difference between blog posts and live blogging
- Understand the different aspects of live blogging – direct quotes, providing links to background material, take and upload photographs, reflective impressions

## We are bloggers

Sharing experiences and opinions

### In this unit you will:

- 1 Find out what makes a good blog.
- 2 Write a blog post.
- 3 Comment on one another's blog posts.
- 4 Add images to a blog post.
- 5 Insert audio or video to a blog post.
- 6 Write blog posts about an event as it happens!

### Word bank

audience  
blog  
blogroll  
copyright  
dashboard  
hyperlinks  
podcast

## The structure of a blog



Some blogs have a **blogroll**. This is a list of links that the blogger thinks is worth looking at.





## Year 5 Project Week: Summer Term

## Our Community, Our Country, Our World Project Week: Climate Change

### Geography Knowledge and Skills

Describe and explain similarities and differences (human and physical) between the UK, a European country and a region within North or South America.

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Name and locate the world's biomes and climate zones and explain their common characteristics.

- Earth has six climates: arid, tropical, polar, temperate, mediterranean, polar.
- Know that a biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.

Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features relative to others.

- Summarise geographical data to draw conclusions. Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.
- Explain how the climate affects land use. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.
- Produce own scaled maps.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and wider world.
- Construct or carry out a geographical enquiry by gathering and analysing a range of sources. A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.

