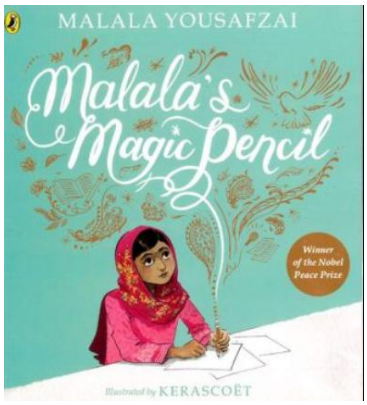
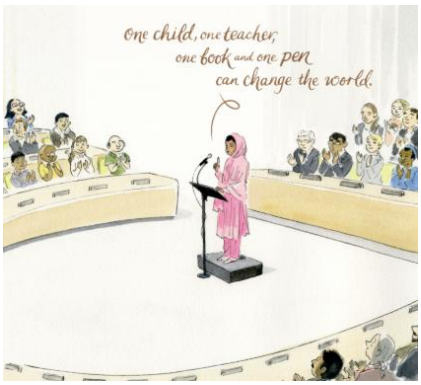
WOODLANDS PRIMARY SCHOOL

Year 5

Summer 2 Curriculum

Ready · Respectful · Safe

Year 5 – Summer Term	English Mastery Targets
	

My mastery targets for this term are...

- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Use a wider range of devices to build cohesion (synonyms)
- Variety of verb forms used correctly and consistently, including the present perfect form
- Use colons or dashes to mark boundaries between independent clauses

My feature keys...

- Engage reader through use of description, feelings and opinions
- Write in consistent tense using a range of verb forms
- Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary
- Use real life facts, including dates and place names
- Use thematic language specific to the subject
- Use formal language appropriately

Vocabulary I will use this term...

Year 5/6 vocabulary

achieve
aggressive
appreciate
communicate
community
competition
controversy
determined
profession
excellent
government
individual

Developing vocabulary:

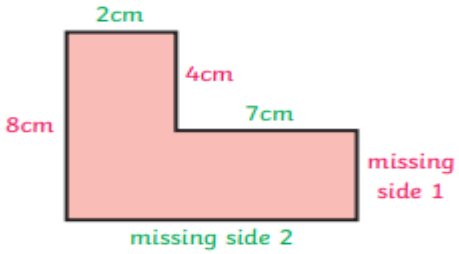
activist
advocate
blog
courage
declared
entitlement
evacuate
injustice
intimidation
outlaw
poverty
preaching
refugee
resilient
thrived

By the end of this unit, I will have either:

written a biography about Malala's life
written a newspaper report
written a description

MATHS: Perimeter and Area

Calculate the missing sides of this rectilinear shape to find the perimeter:

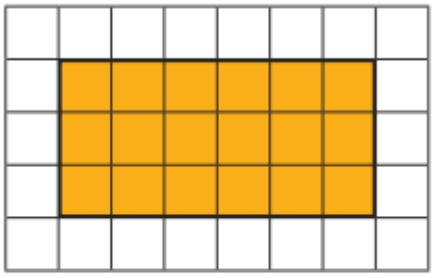


** This shape is not drawn to the dimensions specified.*

Missing side 1 + 4cm = 8cm, so missing side 1 = 4cm.

Missing side 2 = 2cm + 7cm = 9cm

The area of a rectangle on a grid:



Multiply the length × width
= 6 × 3 = 18 squares.

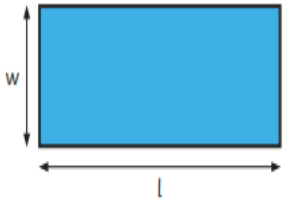
The area of a rectangle = length (l) × width (w).

My mastery targets for this term are...

- Can I find the perimeter of regular shapes and rectangles?
- Can I find the perimeter of composite rectilinear shapes?
- Can I calculate Ares of rectangles by counting squares and multiplying?
- Can I find the area of other polygons by counting squares?
- Can I find the area of irregular shapes?

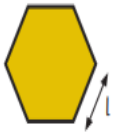
Measure Perimeter

Measure the perimeter of a rectangle:



Measure the length (l) and width (w).
Perimeter = l + w + l + w or (l + w) × 2

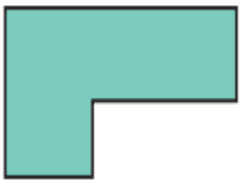
Measure the perimeter of regular shapes:



Measure the length (l) and count the number of sides (s) on the shape.

Perimeter = l × s

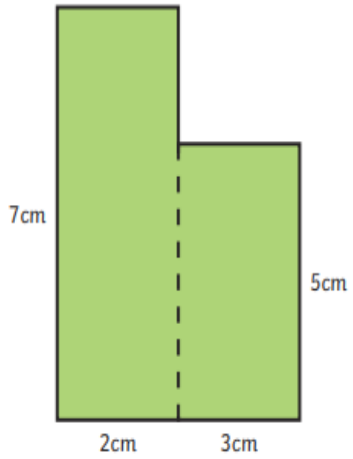
Measure the perimeter of irregular shapes:



Measure the length of each side and add them together.

Area of Compound Shapes

To find the area of a compound shape, divide the shape into rectangles with known dimensions:



Area = 7cm × 2cm + 3cm × 5cm
= 14cm² + 15cm²
= 29cm²

Vocabulary:

Metre, kilometre, perimeter, area, length, width, rectangle, rectilinear, dimensions

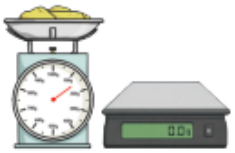
MATHS: Measures

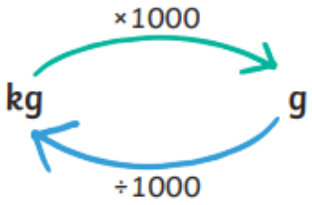
Units of Time

My mastery targets for this term are...

- Can I convert kilograms and kilometres?
- Can I convert millimetres and millilitres?
- Can I convert between metric and imperial units?
- Can I convert units of time?
- Can I calculate using timetables?
- Can I use addition and subtraction to solve problems involving measure?
- Can I use multiplication and division to solve problems involving measure?

Converting Mass





1000g = 1kg

$\frac{1}{10}$kg = 0.1kg = 100g

$\frac{1}{4}$kg = 0.25kg = 250g

$\frac{1}{2}$kg = 0.5kg = 500g

$\frac{3}{4}$kg = 0.75kg = 750g

Converting Capacity

1000ml = 1 litre

$\frac{1}{10}$l = 0.1l = 100ml

$\frac{1}{4}$l = 0.25l = 250ml

$\frac{1}{2}$l = 0.5l = 500ml

$\frac{3}{4}$l = 0.75l = 750ml

$\frac{1}{100}$l = 0.01l = 10ml

Vocabulary:

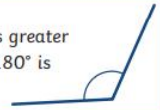
Mass, gram, kilogram, capacity, volume, millilitre, centilitre, litre, millimetre, centimetre, kilometre

MATHS: Shape

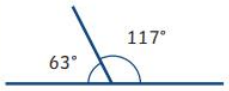
Identifying Angles

Acute Angles
Any angle that measures less than 90° is called an **acute** angle.

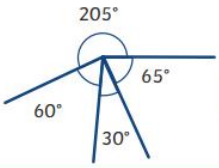
Obtuse Angles
Any angle that measures greater than 90° and less than 180° is called an **obtuse** angle.



Reflex Angles
Any angle that measures greater than 180° is called a **reflex** angle.

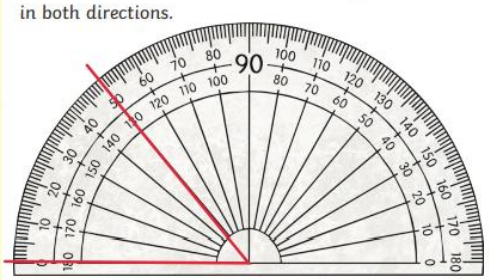


Angles on a straight line always total 180°.

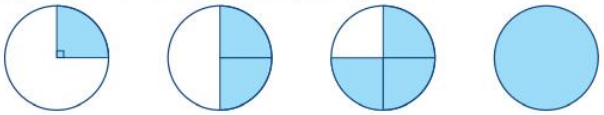


Angles around a point always total 360°.

Measuring and Drawing Angles
To measure angles, we use a protractor. Look carefully at how the numbers on the scale count from 0° to 180° in both directions.



Multiples of 90° can be used as descriptions of a turn.

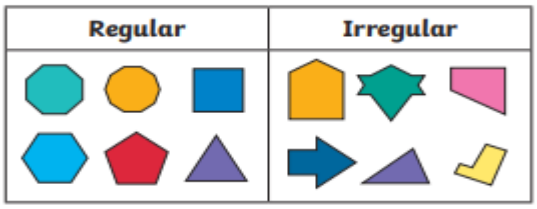


$\frac{1}{4}$ turn = 90° $\frac{1}{2}$ turn = 180° $\frac{3}{4}$ turn = 270° 1 turn = 360°

My mastery targets for this term are...

- Can I estimate and compare acute, right, obtuse and reflex angles?
- Can I draw and measure angles accurately in degrees using a protractor?
- Can I identify angles at a point and on a straight line?
- Can I estimate unknown angles using angle facts?
- Can I describe and use the properties of rectangles?
- Can I distinguish between regular and irregular polygons?
- Can I identify and describe similar and congruent shapes?
- Can I describe translations and reflections of shapes?
- Can I identify 3D shapes from 2D representations and nets?

Regular and Irregular Polygons



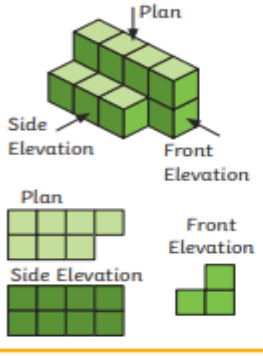
A polygon is any two-dimensional shape formed with straight lines.

In a regular polygon, all the sides and angles are equal.

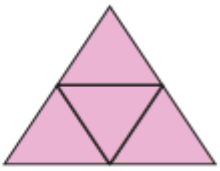
In an irregular polygon, the sides and angles are not equal.

Representations

Cube models can be drawn as 2D representations using different elevations.



A shape net is a 2D drawing of an unfolded 3D shape. When you are drawing or reasoning about shape nets, think carefully about where the edges of the faces meet.



Shape net of a tetrahedron.

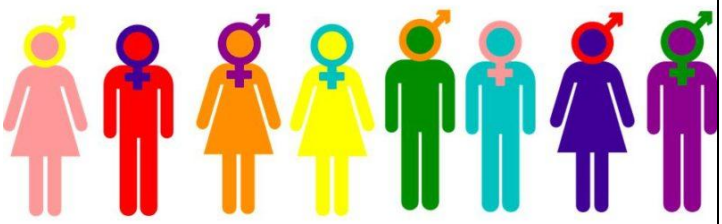
Vocabulary:

Angle, right angle, acute, obtuse, reflex, protractor, horizontal, vertical, parallel, perpendicular, polygon, regular, irregular, two-dimensional, three-dimensional, flat face, curved surface, edge, curved edge, vertex, apex

Science: Summer Term 2	Year 5

Relationships and Sex Education

In Summer 2, our science unit is Relationships and Sex Education (RSE). In all sessions, we will listen to each other and treat each other with respect. This means not laughing at each other, not putting people down, and not making personal comments or asking personal questions.



Lesson One: Puberty and Reproduction

In this lesson, we will:

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence

Lesson Two: Communication in Relationships

In this lesson, we will:

- Explain some differences between a healthy and unhealthy relationship
- Know that communication and permission seeking are important in relationships

Lesson Three: Families, Contraception and Pregnancy

In this lesson, we will:

- Describe the decisions that have to be made before having children
- Know some basic facts about conception and pregnancy

Lesson Four: Online Relationships

In this lesson, we will:

- Have considered when it is appropriate to share personal/private information in a relationship
- Know how and where to get support if an online relationship goes wrong

Additional Lesson: Keeping Safe (including FGM: Female Genital Mutilation)

In this lesson, we will:

- Know how someone can be safe and in control of their body
- Understand what FGM stands for
- Know where to go for help

HISTORY - How has Greek theatre influenced the stories we tell?

What should I already know?

- how to place periods of history on a timeline and compare them to periods already studied.
- how historians use evidence such as artefacts, pictures, buildings and written sources to learn about the past.
- that civilisations in the past often told stories to explain beliefs, traditions and important events.
- that stories can be told in different ways, including speaking, acting and writing.
- that people in the past enjoyed entertainment and celebrations as part of everyday life.
- that past civilisations have left a legacy which can still influence the modern world today.

What vocabulary will I use this term:

Amphitheatre - a large, open-air theatre where Ancient Greek plays were performed

Chorus - A group of performers who sang, spoke and commented on the action in a play.

Tragedy - a serious play that often involved suffering, difficult choices or an unhappy ending.

Comedy - a humorous play designed to entertain audiences and make them laugh.

Legacy - something from the past that continues to influence life today.

What new knowledge will I learn?

I know that theatre was an important part of life in Ancient Greece, and people watched plays in large open-air amphitheatres.

I know that many Greek plays told stories about gods, heroes and myths that were important to Ancient Greek beliefs.
I know that Ancient Greek theatre included tragedies, comedies and satyr plays, which explored themes such as heroism, fate and human flaws.
I know that Greek theatre used masks, choruses and simple sets to tell stories to large audiences.
I know that historians have learned about Greek theatre from the ruins of theatres, ancient plays and artwork showing performances.
I know that some modern drama words and ideas, such as tragedy, comedy, chorus and protagonist, come from Ancient Greek theatre.
I know that the way Greek plays were structured has influenced how stories are told in books, films and plays today.
I know that Ancient Greek theatre has left a legacy that can still be seen in modern entertainment and storytelling today.

What skills will I use?

- I can describe the main features of Ancient Greek theatre and explain why it was important to Ancient Greek society.
- I can use evidence from sources such as artefacts, theatre ruins, artwork and written texts to find out about Greek theatre.
- I can compare Ancient Greek theatre with modern forms of entertainment and storytelling.
- I can identify similarities and differences between Greek theatre and theatre today.
- I can explain how Ancient Greek theatre has influenced books, films and plays in the modern world.
- I can ask and answer questions about the past using evidence from historical sources.
- I can explain how historians learn about Ancient Greek theatre and evaluate different sources of evidence.
- I can use historical vocabulary accurately, including amphitheatre, chorus, tragedy, comedy and legacy.

PE - Cricket

Physical Education
Rounders Year 6

Unit Purpose

Pupils will learn to consistently apply effective **tactics** for both batting and fielding.

Pupils will utilise their prior knowledge of **batting** and **fielding tactics** and consider when, where and why they will apply these during a game.

Inspire Me

The National Rounders Association, known as **Rounders England** was founded in 1943. One of the great things about rounders is that the rules can be adapted to suit the age and abilities, meaning that everyone can join in.

Key Success Criteria

(P) Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.

(C) Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.

(S) Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.

(W) Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.

Bowling: is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.

Sport Specific Vocabulary

Run Out: A run out occurs when a batter running to a base fails to reach that particular base before the ball and is stumped or a batter overtakes another batter when running around the bases.

Outfielder: An outfielder is a player on the fielding team, not on a base or the backstop. An outfielder is responsible for catching and returning the ball to a base to prevent the batter from scoring a rounder.

Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly.

Complete P.E.

PE - Athletics

Physical Education
Athletics Year 6

Unit Purpose

The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of **competitions**.

Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.

Inspire Me

Dick Fosbury is a retired high jumper who is considered one of the most influential athletes in history. He revolutionised the high jump event with a "back-first" technique, which is adopted by almost all high jumpers today.

Key Success Criteria

(P) Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.

(C) Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.

(S) Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.

(W) Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Evaluation: means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances.

Sport Specific Vocabulary

False Start: A false start is where an athlete begins a running race before they are permitted to do so.

Events: The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events.

Complete P.E.

Knowledge organiser: Let's celebrate

"All about me!" Bank

Je m'appelle - My name is
J'ai..ans – I am … years old
J'habite à – I live in
avec – with
mon père - my dad
ma mère – my mum
J'ai – I have
les cheveux marron – brown hair
les yeux marron – brown eyes
Je suis créatif – I am creative
Je suis sportif – I am sporty
Je suis drôle – I am funny
Je suis active - I am active (f)
J'aime jouer – I like playing
c'est amusant – it's fun
c'est ennuyeux – it's boring
Je joue – I play
mes amis – my friends
au collège – at high school
Mon anniversaire est en… - My birthday is in…
Ma couleur préférée est – My favourite colour is…
Mon numéro préféré est – My favourite number is…

Mocktail bank

Ajoutez - Add
Pressez - Squeeze
Coupez – Chop
Mélangez - Mix
Servez - Serve

le mixeur – the blender
le jus – the juice
votre goût – your taste
un verre – a glass
des glaçons – ice cubes
délicieux - Delicious

Scavenger hunt nouns bank

une feuille – a leaf
un arbre – a tree
un nuage – a cloud
une fleur – a flower
un bâton – a stick
une pierre – a stone
un insecte – an insect
un banc – a bench

Grammar

conjunctions:
et – and
mais – but
car – because
Adverbs
parfois – sometimes
toujours – always

Phonics

"**j**" (**j**e, **j**'ai, **j**'habite, **j**'aime)
"**ez**" (ajout**ez**, press**ez**)
"**ge**" (collè**ge**, nua**ge**)