

Year 5 Curriculum MTP – Summer Term 3.2



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 																														
Caring for Our Education	Non-Fiction/Live Unit	Decimals/Negative Numbers/Converting Units/volume																														
It is fundamental that our pupils understand the importance of education within society and be aspirational for their futures. We want them to develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences both inside and out outside of the classroom. For this to happen, it is important that our children become resilient in order to be able to deal with different challenges across the curriculum. Pupils also need to develop the ability to solve problems without giving up and developing the skills to work independently and being resourceful and responsible for their learning will play a key factor in achieving this. Knowing how to think critically and how to retrieve past information and knowledge will be their key to success in remembering key concepts as they move through the key stages and beyond. We also believe that for our pupils to be successful citizens they need to develop the skills to work collaboratively with other people both inside and outside of the classroom setting. It is therefore vital that they are able to articulate their ideas well and know how to speak and listen with respect in a variety of different situations and settings, hence why we have placed oracy at the centre of our curriculum.	❖ Explore the Big Question: What makes someone a great explorer? ❖ Read the interactive eBook, and use other sources, to research challenges faced by explorers ❖ Understand and explain different viewpoints ❖ Look for evidence about what qualities successful explorers would need ❖ Recap features of report texts and write an advert using persuasive language ❖ Answer the Big Question, planning and writing a handbook for a new junior explorer ❖ Design a product for a younger child, based around a book, and pitch their idea to an audience (the buyer of the product, e.g. a teacher) ❖ Write a questionnaire to research the requirements for the product ❖ Focus on the type of language required for their pitch as well as the skills needed to be a good presenter. ❖ Write their own pitches and catalogue descriptions for their product ❖ Take part in a practice pitch half way through the unit so that they can act on feedback ❖ Refine their pitches for this new audience and purpose, and perform them at the end of the unit	❖ Identify, compare and order angles ❖ Measure angles using a protractor ❖ Draw lines and angles accurately ❖ Calculate angles on a straight line and around a point ❖ Calculate lengths and angles in shapes ❖ Describe position ❖ Draw on a grid ❖ Refection with coordinates ❖ Convert grams to kilograms and vice versa ❖ Convert millimetres to millilitres and vice versa ❖ Convert units of time. ❖ Compare volume ❖ Estimate volume and capacity FRACTIONS, PERCENTS AND DECIMALS <table> <thead> <tr> <th>Fraction</th> <th>Percent</th> <th>Decimal</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>100%</td> <td>1.0</td> </tr> <tr> <td>1/2</td> <td>50%</td> <td>0.5</td> </tr> <tr> <td>1/3</td> <td>33.3%</td> <td>0.33</td> </tr> <tr> <td>1/4</td> <td>25%</td> <td>0.25</td> </tr> <tr> <td>1/5</td> <td>20%</td> <td>0.2</td> </tr> <tr> <td>1/6</td> <td>16.6%</td> <td>0.166</td> </tr> <tr> <td>1/8</td> <td>12.5%</td> <td>0.125</td> </tr> <tr> <td>1/10</td> <td>10%</td> <td>0.1</td> </tr> <tr> <td>1/12</td> <td>8.3%</td> <td>0.083</td> </tr> </tbody> </table>	Fraction	Percent	Decimal	1	100%	1.0	1/2	50%	0.5	1/3	33.3%	0.33	1/4	25%	0.25	1/5	20%	0.2	1/6	16.6%	0.166	1/8	12.5%	0.125	1/10	10%	0.1	1/12	8.3%	0.083
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Arabic		Art/DT		Computing		
In the zoo		Fashion and Textiles		Communication and E-safety		
❖ Recognise zoo animals in Arabic ❖ Read the dialogue then answer comprehension questions ❖ Read the dialogue then answer comprehension questions ❖ Write few sentences talking about what we can find in the zoo ❖ Make a short dialogue with a friend 		❖ Investigate and analyse items made using textiles: the materials used and how they are made ❖ Explore some ways in which textiles are joined and decorated ❖ Design an item made using textiles, and draw pattern pieces ❖ Use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design ❖ Join fabric pieces by hand sewing ❖ Sew hems on an item made using textiles; to add design details		❖ Search effectively to locate information ❖ Evaluate digital content located via web searches ❖ Search for information using online maps ❖ Create personalised maps for a specific purpose ❖ Create a tour for a specific audience, using an online map ❖ Retell a story using online maps and manipulate images of maps ❖ Plan an itinerary for a journey using online maps and related websites ❖ Evaluate digital content located via web searches ❖ Recognise acceptable behaviour online		
	Geography/History		Islamic Studies		PE	
South America		Akhlaaq/Aqa'id/Fiqh/Islamic History		Football		
❖ Find out about the location and countries of South America ❖ Find out about the climate in South America ❖ Find out about the major mountain ranges of South America ❖ Find out about the human geography of South America ❖ Find out about trade and industry in South America ❖ Carry out an in-depth study of a South American country ❖ Compare an area of South America with the UK		❖ Salutul Musafir ❖ Salatul Marid ❖ Modesty ❖ Shukr ❖ Inviting the Arab Tribes ❖ Al-Isra and al-Mi'raj ❖ Ishaq (AS) ❖ List of major Signs ❖ Saying a Good word ❖ Adab of the Masjid		❖ Dribble, pass, receive and shoot the ball with some control under pressure ❖ Understand the rules of the game and I can use them most of the time to play honestly and fairly ❖ Understand there are different skills for different situations and I am beginning to use this ❖ Make decisions about where to move to help my team ❖ Know what position I am playing in and how to contribute when attacking and defending ❖ Recognise my own and others strengths and areas for development and can suggest ways to improve		
Relationship Education/PSHE			Religious Studies (RE)		Science	
Aiming High		What do religions believe about God?		Forces		
❖ Identify star qualities in others ❖ Give examples of positive learning attitude statements ❖ Identify attributes they have that would suit them to a desired job ❖ Challenge stereotypes ❖ Discuss their ambitions ❖ Identify ways next year will be different and explain why they think this 		❖ Explain the impact of people's beliefs about the existence of God on their lives and practices ❖ Appraise different answers to the question about what God is like by a Sunni and Shia Muslims/ Christians/ Hindu and Sikh people thoughtfully ❖ Suggest reasons for and against people's trust and belief in God		❖ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ❖ Identify the effects of friction acting between moving surfaces ❖ Identify and explain the effects of air resistance ❖ Identify and explain the effects of water resistance ❖ Recognise that levers and pulleys allow a smaller force to have a greater effect ❖ Recognise that gears allow a smaller force to have a greater effect		