

## Year 5 – Faster, Higher, Stronger– Summer 2

### Literacy- Writing

#### Balanced Argument

- Write a balanced argument that presents opposing viewpoints clearly
- Use an appropriate formal tone suited to purpose and audience
- Organise writing into clear paragraphs, including an introduction and conclusion
- Use conjunctions and adverbials to link ideas and signal contrast
- Support viewpoints with reasons, examples and evidence
- Use modal verbs to express degrees of certainty
- Summarise key points objectively
- Edit and redraft writing to improve clarity, cohesion and accuracy

#### Biography

- Write a biography recounting key events from a person's life in chronological order
- Select relevant information from research sources
- Use third person consistently and accurately
- Organise writing into clear, well-structured paragraphs
- Use time adverbials and conjunctions to show chronology
- Use factual language appropriate to a non-fiction text type
- Apply accurate punctuation and grammar
- Edit and improve writing for clarity, accuracy and cohesion

#### Poems Which Explore Form

- Write poems that deliberately explore and manipulate form
- Use line breaks, stanza structure and layout to shape meaning
- Experiment with rhythm, rhyme and repetition
- Use figurative and descriptive language effectively
- Make purposeful vocabulary choices to create impact
- Read and perform poems aloud with confidence and expression
- Edit and refine poems to improve effect and structure

### Maths

#### Shape

- Identify, describe and compare properties of 2D and 3D shapes
- Use mathematical language to describe angles, including right angles
- Estimate and measure angles in degrees
- Identify lines of symmetry in 2D shapes
- Draw shapes accurately using given dimensions and angles
- Use reasoning to compare and classify shapes

#### Position and Direction

- Describe position using coordinates in all four quadrants
- Plot specified points and draw shapes on a coordinate grid
- Translate shapes using given directions
- Describe movements using the language of rotation and translation
- Use compass directions and turns to describe movement
- Solve problems involving position and direction

#### Decimals

- Recognise decimal numbers up to three decimal places
- Compare, order and round decimals
- Understand the relationship between decimals and fractions
- Add and subtract decimals with the same number of decimal places
- Solve problems involving decimals in real-life contexts
- Use place value knowledge to explain reasoning

#### Negative Numbers

- Understand and use negative numbers in context
- Count forwards and backwards through zero
- Compare and order negative and positive numbers
- Solve problems involving temperature and number lines
- Use negative numbers in real-life scenarios
- Explain reasoning using mathematical language

#### Converting Units

- Convert between units of length, mass and capacity

### Literacy-Read aloud

#### Five Children and It

- Read aloud age-appropriate narrative texts fluently and accurately
- Use appropriate pace, volume and intonation to engage the listener
- Read with expression to reflect character, mood and changes in atmosphere
- Pronounce unfamiliar and ambitious vocabulary accurately
- Use punctuation cues to support phrasing, emphasis and fluency
- Adapt reading aloud to suit dialogue, narration and descriptive passages
- Re-read and practise sections of text to improve confidence and performance
- Perform reading aloud to an audience with clarity, control and confidence

### Guided Reading

#### Viking Monsters/Norse Goddesses

- Retrieve key facts and information from non-fiction texts
- Identify and explain subject-specific vocabulary related to Norse mythology
- Summarise main ideas from paragraphs and sections
- Explain information clearly using evidence from the text
- Identify how organisational features support understanding
- Compare information across two non-fiction texts
- Infer meaning beyond the literal information presented
- Justify answers using precise references to the text

#### Refugees/On the Move Again Somewhere

- Identify themes and messages within poems
- Infer meaning from language, tone and structure
- Explain how word choice and poetic devices create impact
- Discuss viewpoint and voice within poetry
- Summarise key ideas and emotions conveyed
- Compare two poems, identifying similarities and differences
- Support interpretations using evidence from the text
- Respond thoughtfully and respectfully in discussion

- Use multiplication and division to convert units
- Solve multi-step problems involving unit conversion
- Apply conversion knowledge to real-life situations
- Use standard units and notation accurately
- Explain methods and justify answers

### Volume

- Understand volume as the measure of 3D space
- Estimate and calculate volume using cubes
- Compare volumes of different shapes
- Solve problems involving volume
- Use mathematical vocabulary accurately, including volume and cubic units
- Explain reasoning clearly and confidently

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Geography of Mexico/Europe</u></p> <ul style="list-style-type: none"> <li>Retrieve and record geographical information from non-fiction texts</li> <li>Identify key physical and human features of Mexico and Europe</li> <li>Summarise main ideas from sections and paragraphs</li> <li>Compare geographical information across two texts</li> <li>Use subject-specific vocabulary accurately</li> <li>Identify cause-and-effect relationships where relevant</li> <li>Use evidence from the text to support answers</li> </ul> <p><u>Physical Features of the UK/Physical Features of California</u></p> <ul style="list-style-type: none"> <li>Retrieve key information about physical geography from non-fiction texts</li> <li>Identify and describe physical features such as mountains, rivers and coastlines</li> <li>Summarise information concisely</li> <li>Compare physical features of two contrasting regions</li> <li>Use geographical vocabulary accurately</li> <li>Identify similarities and differences using evidence</li> <li>Justify answers with precise references to the text</li> </ul> |                                                                                                                                                                                                                                                                                                                                                          | <p><u>Science</u></p> <p><u>Animals Including Humans-Growth and Development, Exercise and the Circulatory System</u></p> <ul style="list-style-type: none"> <li>Describe the stages of human growth and development from infancy to old age</li> <li>Identify physical and emotional changes that occur during puberty</li> <li>Recognise that humans develop at different rates and that this is normal</li> <li>Identify the main parts of the human circulatory system, including the heart, blood vessels and blood</li> <li>Describe the functions of the heart, blood and blood vessels</li> <li>Explain how the circulatory system transports oxygen, nutrients and water around the body</li> <li>Understand the effects of exercise on the human body and circulatory system</li> <li>Explain the importance of regular exercise for physical and mental health</li> <li>Identify different types of exercise and their impact on fitness</li> <li>Use scientific vocabulary accurately, including circulatory system, arteries, veins, pulse and oxygen</li> <li>Plan and carry out simple investigations related to exercise and heart rate</li> <li>Record results using tables, charts or graphs</li> <li>Draw conclusions from investigations using evidence</li> <li>Apply scientific understanding to everyday health and lifestyle choices</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                |
| <p><u>History</u></p> <p><u>Ancient Greece (Including Sport)</u></p> <ul style="list-style-type: none"> <li>Place Ancient Greece within a secure chronological framework, identifying key periods such as the Archaic, Classical and Hellenistic eras</li> <li>Locate Ancient Greece on a map and identify key regions and city-states, including Athens and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><u>Art and Design</u></p> <p><u>Figure Drawing Developed into 3D Sculpture</u></p> <ul style="list-style-type: none"> <li>Use observational drawing to record the human figure with increasing accuracy</li> <li>Explore proportion, shape and form when drawing figures</li> <li>Use line, tone and shading to suggest movement and depth</li> </ul> | <p><u>Computing</u></p> <p><u>Concept Maps</u></p> <ul style="list-style-type: none"> <li>Create concept maps to organise and link ideas effectively</li> <li>Identify key concepts and show relationships between them</li> <li>Use labels and connectors to explain how ideas are connected</li> <li>Organise information logically and clearly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><u>Physical Education</u></p> <p><u>Year 5/6 Athletics</u></p> <ul style="list-style-type: none"> <li>Perform a range of athletic activities, including running, jumping and throwing</li> <li>Apply correct techniques for sprinting, distance running, jumping and throwing events</li> <li>Improve speed, stamina, strength and coordination through practice</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Sparta</p> <ul style="list-style-type: none"> <li>Describe key features of Ancient Greek society, including government, daily life, religion and education</li> <li>Explain similarities and differences between Athens and Sparta</li> <li>Understand the importance of sport in Ancient Greek life</li> <li>Describe the origins and purpose of the Ancient Olympic Games</li> <li>Explain how sport reflected Greek values such as strength, honour and competition</li> <li>Identify what events were included in the Ancient Olympic Games and who could take part</li> <li>Use historical vocabulary accurately, including civilisation, democracy, city-state, Olympics</li> <li>Ask and answer historically valid questions about cause, similarity, difference and significance</li> <li>Use a range of historical sources to find out about the past</li> <li>Make inferences about Ancient Greek life using evidence</li> <li>Communicate historical understanding through discussion and written work</li> </ul> | <ul style="list-style-type: none"> <li>Develop initial drawings into ideas for 3D sculpture</li> <li>Understand how armatures are used to support 3D sculptural forms</li> <li>Select and use appropriate materials to construct a 3D figure</li> <li>Manipulate materials confidently to model shape, form and structure</li> <li>Combine techniques to create stable and expressive sculptures</li> <li>Record ideas, experiments and developments in a sketchbook</li> <li>Make informed choices about materials and techniques to suit their intentions</li> <li>Evaluate and refine work throughout the creative process</li> <li>Use appropriate art vocabulary to discuss techniques, processes and outcomes</li> <li>Present a finished 3D sculpture that shows clear progression from drawing to sculpture</li> </ul> | <ul style="list-style-type: none"> <li>Edit and refine concept maps to improve clarity and accuracy</li> <li>Use concept maps to support learning and planning across subjects</li> <li>Explain their thinking using appropriate computing vocabulary</li> <li>Save, retrieve and improve work independently</li> </ul> <p><u>Using External Devices</u></p> <ul style="list-style-type: none"> <li>Identify different types of external devices, including cameras, microphones and input devices</li> <li>Explain how external devices are used to input data into a computer</li> <li>Connect and use external devices safely and appropriately</li> <li>Capture and use digital content such as images, sound or video</li> <li>Understand how digital devices support creativity and communication</li> <li>Save, retrieve and organise files created using external devices</li> <li>Follow rules for safe and responsible use of digital equipment</li> <li>Use correct computing vocabulary, including input device, digital content and file</li> </ul> | <ul style="list-style-type: none"> <li>Measure and record performance accurately</li> <li>Understand how to improve performance through technique and effort</li> <li>Compete fairly, showing determination and resilience</li> <li>Encourage and support others in a competitive environment</li> <li>Evaluate their own and others' performances, identifying strengths and areas for improvement</li> </ul> <p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>Strike a ball with control and accuracy using appropriate technique</li> <li>Throw and catch a ball confidently and consistently</li> <li>Understand and apply the basic rules and scoring system of rounders</li> <li>Use simple tactics when batting and fielding</li> <li>Work effectively as part of a team, communicating and cooperating</li> <li>Move quickly and safely between bases</li> <li>Demonstrate fair play, respect and sportsmanship</li> <li>Evaluate team and individual performance and suggest</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | improvements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Religious Education</u></b><br/><b><u>(Judaism)</u></b></p> <p><b><u>Do People Need Laws to Guide Them?</u></b></p> <ul style="list-style-type: none"> <li>▪ Explain why laws and rules are important in guiding behaviour</li> <li>▪ Describe key Jewish beliefs about laws, including the Torah and the Ten Commandments</li> <li>▪ Explain how Jewish laws help followers make moral choices</li> <li>▪ Identify how laws influence daily life for Jewish people</li> <li>▪ Recognise similarities and differences between religious and non-religious laws</li> <li>▪ Explain why people may choose to follow laws and rules</li> <li>▪ Ask thoughtful questions about right and wrong, justice and responsibility</li> <li>▪ Use appropriate religious vocabulary accurately, including Torah, commandments and law</li> <li>▪ Make links between Jewish teachings and everyday situations</li> <li>▪ Express their own views about the need for laws respectfully, giving reasons</li> </ul> | <p><b><u>PSHE</u></b></p> <p><b><u>Careers</u></b></p> <ul style="list-style-type: none"> <li>▪ Understand what is meant by a career and how jobs can change over time</li> <li>▪ Recognise that people's interests, skills and talents can influence career choices</li> <li>▪ Identify a range of different jobs and careers within the local and wider community</li> <li>▪ Understand that stereotypes can affect perceptions of careers</li> <li>▪ Recognise the importance of aspiration, ambition and goal setting</li> <li>▪ Identify skills that are useful for different types of work, including teamwork and communication</li> <li>▪ Understand that education, training and effort can help achieve career goals</li> <li>▪ Show respect for all types of work and workers</li> <li>▪ Reflect on their own strengths and interests in relation to future aspirations</li> <li>▪ Understand how to seek advice and support when thinking about careers</li> </ul> | <p><b><u>MFL- French</u></b></p> <p><b><u>Playing Together (Sports and Hobbies)</u></b></p> <ul style="list-style-type: none"> <li>▪ Recognise and understand vocabulary for a range of sports and hobbies in French</li> <li>▪ Say and read aloud words and simple phrases with accurate pronunciation and intonation</li> <li>▪ Express likes and dislikes about sports and hobbies using simple sentence structures</li> <li>▪ Ask and answer simple questions about activities they enjoy</li> <li>▪ Understand and respond to short spoken phrases and sentences related to leisure activities</li> <li>▪ Read and understand short written texts about sports and hobbies</li> <li>▪ Participate confidently in paired and group speaking activities</li> <li>▪ Show awareness of similarities and differences in leisure activities between France and the UK</li> </ul> <p><b><u>Eating Together (Preparing a Meal)</u></b></p> <ul style="list-style-type: none"> <li>▪ Recognise and understand vocabulary for food, ingredients and meals in French</li> <li>▪ Use simple phrases to talk about preparing food and meals</li> <li>▪ Express preferences and opinions</li> </ul> | <p><b><u>Music</u></b></p> <p><b><u>Kisne Banaaya</u></b></p> <ul style="list-style-type: none"> <li>▪ Sing the song accurately, maintaining a steady pulse and pitch</li> <li>▪ Perform confidently as part of a group, listening and responding to others</li> <li>▪ Identify and describe key musical elements, including pulse, rhythm, tempo and dynamics</li> <li>▪ Use appropriate expression to reflect the mood and meaning of the song</li> <li>▪ Keep a steady beat using body percussion or instruments</li> <li>▪ Recognise patterns and repeated phrases within the music</li> <li>▪ Listen respectfully to music from a different cultural tradition</li> <li>▪ Use musical vocabulary accurately when discussing the song</li> <li>▪ Evaluate their own and others' performances, identifying strengths and areas for improvement</li> </ul> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>about food using simple sentences</p> <ul style="list-style-type: none"><li>▪ Follow and understand simple spoken instructions related to food preparation</li><li>▪ Read and understand short written phrases and sentences about food and meals</li><li>▪ Use numbers accurately when talking about quantities</li><li>▪ Pronounce food-related vocabulary clearly and accurately</li><li>▪ Show awareness of cultural differences in eating habits and meals in France and the UK</li></ul> |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|