

Design and Technology

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- To generate, develop, model and communicate their ideas through discussion, annotated sketches and exploded diagrams
- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- To develop embroidery skills - looking for unique ways of embellishing the product

Computing

We Are Bloggers

- To become familiar with blogs as a medium and a genre of writing
- To create a sequence of blog posts on a theme
- To incorporate additional media
- To comment on the posts of others
- To develop a critical, reflective view of a range of media, including text.

Physical Education

Bollywood Dance

- To perform a Bollywood dance using a range of movement patterns.
- To develop performance skills.
- To identify the key components of successful dancing and understand how to apply them to their own sequences.

Religious Education

Buddhism

- Give simple explanations in relation to the life of The Buddha and the main events of the Buddha's early life.
- Recognise the image of The Buddha and how it is portrayed.
- Offer suggestions for what the best solution is to overcome suffering
- Raise questions about the life of a Sadhu and recognise links with the idea of own beliefs. Feelings of loss of possessions and believing in success.
- Make simple links between the symbols of Buddhism and recognising importance relating to Buddhism. Relating own religion symbols to practiced religion.
- Begin to describe the importance of Nirvana, the meanings of enlightenment associated with Buddhism
- Give a simple explanation about Buddhism traditions.
- Describe how Buddhists show their beliefs
- Explore, imaginatively, Buddhism feelings related to their religion
- Make links between some of the stories and teachings in the life of a Buddha in the world today.

**Year 5
Summer 1 2019**

Space

Music

- To sing and play from memory with confidence
- To sing and play expressively
- To develop controlled breathing and skilful playing

Science

Space

- To describe the structure of our solar system
- To describe the movement of the Earth and moon around the sun
- To describe why we experience night and day

Maths

- To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- To read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)
- To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- To recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with a denominator of 100 as a decimal fraction
- To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- To calculate and compare the area of squares and rectangles including using standard units and estimate the area of irregular shapes estimate volume
- To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

English

- See attached sheet of objectives
- Discussion texts—Should we continue to explore space?
- Instruction writing
- Narrative—science fiction stories

Objectives for Year 5 Term 3

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Use language fluidly to speculate, hypothesise, imagine and explore ideas Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective Use a range of question types in discussion and conversation</p> <p>Drama Perform a published script experimenting with voice, gesture and staging</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including traditional stories Know a range of children's authors and poets Read for a range of purposes Learn more complex poems by heart Recommend an author and explain why Use pertinent and technically specific vocabulary when talking about books Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p>Reading Comprehension Check that the text makes sense to them and discuss their understanding Use imagination and empathy to explore a text beyond the page Answer questions drawing on information from several places in the text Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text Explain some choices an author has made in structuring and organising their text Identify how the choice of language contributes to meaning Identify, describe and compare writers' themes across a range of texts Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</p> <p>Being a Researcher Detect bias and distinguish fact from opinion Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p>Planning, Composing and Evaluating Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers' techniques from book, screen and stage Select which parts of writing need to be developed in detail Balance narrative writing between action, description and dialogue Develop paragraphs creatively using techniques such as contrast, additional detail and explanation Use stanzas to organise ideas around a theme in poetry Use vivid description Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense through a longer piece of writing Change vocabulary and grammar to enhance effects and clarify meaning Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5) Select and use stylistic devices to enhance writing</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will Identify a modal adverb is e.g. perhaps, surely, obviously Use modal verbs and adverbs Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs Understand what parenthesis is Recognise and identify brackets and dashes Use brackets, dashes or commas for parenthesis Ensure correct subject verb agreement</p>	<p>Spelling Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words with the prefix im- Spell words with the prefix pro- Spell words ending in -able and -ible Spell words ending in -ably and -ibly Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning</p>