



# Rotherhithe Primary School Half Termly Curriculum Plan 2020-21 (Summer 2)

Year 5

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<b>Fiction:</b> Percy Jackson Book 1 Rick Riordan Beast quest series Adam Blade Leisure by W.D Davies	<b>Fiction:</b> Percy Jackson Book 1 Rick Riordan Beast quest series Adam Blade Leisure by W.D Davies	<b>Non Fiction:</b> Titanic Looking at secondary sources related to the Titanic Usborne young readers Titanic Titanic (Survivor) Stephen Davis Titanic My story Ellen Emerson White The Walrus and the Carpenter by Lewis Carroll	Usborne young readers Titanic Titanic (Survivor) Stephen Davis Titanic My story Ellen Emerson White The Walrus and the Carpenter by Lewis Carroll	Usborne young readers Titanic Titanic (Survivor) Stephen Davis Titanic My story Ellen Emerson White The Walrus and the Carpenter by Lewis Carroll	<b>Poetry:</b> Looking at features of poetry – structure, verse, rhyming patterns, figurative language Writing own poem as passenger on the Titanic
Writing	<b>Greek Myths and Legends</b> Retelling of traditional tales, Character description, setting description commas to demarcate clauses and fronted adverbials	<b>Greek Myths and Legends</b> Retelling of traditional tales, Character description, setting description commas to demarcate clauses and fronted adverbials	<b>Titanic</b> Informal Letter Eyewitness/Newspaper Report Non-Chronological Report Debate modal verbs	<b>Titanic</b> Informal Letter Eyewitness/Newspaper Report Non-Chronological Report Debate modal verbs	<b>Titanic</b> Informal Letter Eyewitness/Newspaper Report Non-Chronological Report Debate modal verbs	<b>Titanic</b> Informal Letter Eyewitness/Newspaper Report Non-Chronological Report Debate modal verbs
Maths	<b>Geometry:</b> Properties of shape, Identify 3D shapes, including cubes and other cuboids from 2D representations. 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.	<b>Geometry:</b> 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°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° <b>Geometry: Position &amp; Direction</b> Identify, describe and represent the position of a	<b>Measurement:</b> Converting Units Convert between different units of metric measure (km and m; cm and m; cm and mm; g and kg; l and ml) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. <b>Measurement: Volume</b> Estimate volume (e.g. using 1cm <sup>3</sup> blocks to build cuboids	<b>Consolidation</b> <b>Number: Fractions</b> Identify, name and write equivalent fractions of a given fraction, represented visually including tenths & hundredths. Compare and order fractions whose denominators are multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as	<b>Consolidation</b> <b>Number: Multiplication &amp; Division</b> Multiply & divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 & 1000. Identify multiples and factors including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared ( 2) and cubed( 3).	<b>Consolidation</b> <b>Problem solving</b> Solve problems involving addition & subtraction, multiplication & division and a combination of these including understanding the use of the equals sign. Looking at problem solving involving fractions, decimals and measurement to ensure all aspects are understood and taught to cover gaps in learning due to Covid 19



		shape following a reflection or translation, using the appropriate language and know that the shape has not changed.	inc cubes and capacity e.g. using water). Use all four operations to solve problems involving measure.	mixed number e.g. $\frac{3}{5} + \frac{1}{5} = 1 \frac{1}{5}$ Add & subtract fractions with the same denominator and denominators that are multiples of the same number	Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.	
Science	<b>Biology:</b> Animals including humans Kent Scheme -Human Body, Functions of the organs, William Harvey - Describe changes as humans develop & mature Describe the changes as humans develop from birth to old age	<b>Biology:</b> Animals including humans Kent Scheme - Human Body, Functions of the organs, William Harvey - Describe changes as humans develop & mature Describe the changes as humans develop from birth to old age	<b>Biology:</b> Animals including humans Kent Scheme -Human Body, Functions of the organs, William Harvey - Describe changes as humans develop & mature Describe the changes as humans develop from birth to old age	<b>Physics: Forces</b> Effect of forces on Movement Kent Scheme - Introduce gravity, resistance & mechanical forces -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	<b>Physics: Forces</b> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.	<b>Physics: Forces</b> Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.
History	<b>World History Study Ancient Greece</b> - A study of Greek life and achievements and their influence on the western world Identify primary/ secondary sources, select relevant information, Greek Timeline, Greek Theatre	<b>World History Study Ancient Greece</b> - A study of Greek life and achievements and their influence on the western world Identify primary/ secondary sources, select relevant information, Greek Timeline, Greek Theatre	<b>World History Study Ancient Greece</b> The Mechanics of Ancient Greece (D&T) ,Greek Timeline, The Battle of Marathon ,Athens V Sparta ,The Olympic Games ,Greek Language ,Greek Gods, The Battle of Marathon	<b>World History Study Ancient Greece</b> The Mechanics of Ancient Greece (D&T) ,Greek Timeline, The Battle of Marathon ,Athens V Sparta ,The Olympic Games ,Greek Language ,Greek Gods, The Battle of Marathon		
Computing	<b>Programming B</b> Selection in quizzes Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical	<b>Programming B</b> Selection in quizzes Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical	<b>Programming B</b> Selection in quizzes Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems;	<b>Programming B</b> Selection in quizzes Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical	<b>Programming B</b> Selection in quizzes Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical	<b>Programming B</b> Selection in quizzes Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical



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	systems; solve problems by decomposing them into smaller parts	systems; solve problems by decomposing them into smaller parts	solve problems by decomposing them into smaller parts	systems; solve problems by decomposing them into smaller parts	systems; solve problems by decomposing them into smaller parts	systems; solve problems by decomposing them into smaller parts
RE	<b>Big Question: How do beliefs influence actions? What inner forces affect how we think and behave?</b> When am I tempted?	<b>Big Question: How do beliefs influence actions? What inner forces affect how we think and behave?</b> Why did Adam and Eve disobey God?	<b>Big Question: How do beliefs influence actions? What inner forces affect how we think and behave?</b> Why did Jonah behave in the way he did?	<b>Big Question: How do beliefs influence actions? What inner forces affect how we think and behave?</b> What beliefs would I refuse to deny?	<b>Big Question: How do beliefs influence actions? What inner forces affect how we think and behave?</b> Why do I find it difficult to accept what I know to be true?	<b>Big Question: How do beliefs influence actions? What inner forces affect how we think and behave?</b> What positive forces do I have in my life?
Music	<b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	<b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	<b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	<b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	<b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	<b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele
Art & Design	<b>Art and Design: Ancient Greece</b> children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts	<b>Art and Design: Ancient Greece</b> children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts	<b>Art and Design: Ancient Greece</b> children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts	<b>Art and Design: Titanic</b> children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts	<b>Art and Design: Titanic</b> children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts	<b>Art and Design: Titanic</b> children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts



