

## RSHE/RSE

I know how the male and female body can be affected by puberty.  
I understand how puberty may affect my emotions.  
I know that the internet can contain images and information that I find upsetting.  
I understand that people can be upset by different things.  
I feel confident to talk to a trusted adult about something that I found online that makes me feel upset.

## Geography—Rainforests

I understand geographical similarities and differences through the analyses of physical geography of a region within South and Central America (Rainforests) compared to local area (woods).  
I understand how the indigenous people use the rainforest.  
I know how land in the rainforest is used for economic gain and how this can have a positive or negative consequence and predict what may happen if deforestation is not stopped. I know how resources are distributed.  
I know that different groups hold differing views about deforestation.  
I know what I can do to help save the rainforest.

## Computing — Selection in Physical Computing

I can search for information about an individual online and summarise the information found.  
I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.  
I can demonstrate how to make responsible choices about having an online identity, depending on context.  
To control a simple circuit connected to a computer.  
To write a program that includes count-controlled loops.  
To explain that a loop can stop when a condition is met, e.g. number of times.  
To conclude that a loop can be used to repeatedly check whether a condition has been met.  
To design a physical project that includes selection .  
To create a controllable system that includes selection.

## English

### TEXT TYPE: PERSUASION & INFORMATION TEXT

#### **Outcome 1**

To write an interesting and informative non-chronological report.

#### **Innovated write:**

Children will write their own non-chronological report about an endangered animal of their choosing.

#### **Independent write:**

Children will plan and write an information report about an octopus.

# Year 5 – Summer 2

## Subjects and skills

## Maths

We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: fractions, statistics, multiplication, division and problem solving.

## French

I can name some animals in French.  
I can describe the colour, age and size of pets. I know how to say 'big' and 'small' in French.  
I can say how many pets I/others have.  
I can say what my favourite pet is and respond to others' opinions.  
I can write grammatically correct sentences to say how many pets I have and to describe my pets

## Science—Working Scientifically

I can plan different types of scientific enquiry.  
I can control variables in an enquiry.  
I can measure accurately and precisely using a range of equipment.  
I can record data and results using tables.  
I can use the outcome of test results to make predictions and set up a further comparative test.  
I can explain a conclusion from an enquiry.  
I can relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.

## Science — Animals Including Animals

I can describe the stages of human development.  
I can draw a line graph to plot baby growth.  
I can identify and describe the changes that take place in old age.  
I can draw a bar chart to show and compare gestation periods of vertebrates.  
I can draw and plot a scatter graph and look for correlations in the data.

## Design and Technology—Moving Toys

I understand how cams turn rotary into linear motion.  
I can plan a step by step guide.  
I can accurately measure, mark out and shape materials.  
I can accurately assemble and combine materials.  
I can use a hand drill to drill tight and loose fit holes.  
I can cut wood and dowel accurately.  
I can evaluate ideas against my original design.

## PE/Games

The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills.

OAA/Swimming

Striking and fielding