Year 5 Summer 2024 Coverage Map

Summer 1		Summer 2			
Flourishing	Flourishing				
Geography Enquiry Question: Why are people migrating from Guatemala? Outcome: Persuasive Speech	**Art** Enquiry Question: How can I create textiles inspired by Mayan art? Outcome: A woven textile piece inspired by Mayan designs and techniques.	**Narrative** Enquiry: The Last Whale Outcome: A descriptive piece of narrative writing inspired by Tom's midnight Garden.	**Science** Enquiry: Living things Outcome: an informative life cycle infographic	**Computing** Enquiry: Social Media - Content Creation Outcome: A Social Media poster on being safe on social media	**RSE** Enquiry: Positive Relationships Outcome: Class Journal
Substantive Knowledge • Why people settle in certain locations • Employment, life style, security • The difference between immigration and migration • Why some countries are more densely populated even though they might be smaller • Why some people are able to move to different countries and some are not	Substantive Knowledge • Different techniques for joining materials including sewing and printing • How to transfer 2D sketches into 3D textile designs • How to apply texture for impact • What a concept is and how to use this to develop my ideas	Substantive Knowledge • Use a semi-colon as a silent connective. • Make complex sentences using - after, as, as if, as long as, as though etc. • Use variety of longer and shorter sentences. • Select adverbs for degree of intensity.	Substantive Knowledge • How to group plants in different ways • How to use classification keys to group and identify living things • Environments change and this can impose dangers to living things • The basic functions of a plant including root, stem, trunk, leaves and flowers • What plants need for life and growth and how these vary from plant to plant • How water is transported in plants • The life-cycle of a flowering plant, including pollination, seed dispersal	Substantive Knowledge • How to use the web to compare information • How to employ privacy settings and when to respond to questions online • How to cite web addresses and double check information found • How to report and use flag buttons • How to use the CEOP button and can explain to parents what it's used for.	Substantive Knowledge • How to avoid sharing personal data online • What hacking is and how to avoid it • What cyber bullying is and how to report it • How to recognise and report abuse of any form • Strategies for keeping physically safe

Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
• Use use a Mercator map and globe to locate countries and continents • Use latitude and longitude to locate a country • Use four and six figure grid refences to locate a place. • Explain the difficulties faced by people living in a challenging area. • Summarise the advantages and disadvantages of populations migrating and immigrating • Explain the reasons why populations move • Explain why areas are different in terms of their natural resources and physical features • Start to formulate my own opinions based on research using technology and other resources • Present structured and organised findings	• Create tapestries using a variety of materials • Achieve different textures in my work • Produce abstract pieces of work from a concrete starting point • Transfer my designs onto textiles e.g Print onto cushion	• confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. • begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. • consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing.	Investigating & Hypothesising • Plan an investigation that helps me prove or disprove my hypothesis. • Explain which variable I have changed, which ones I have kept the same and why. • Give a reason for why my test was fair Observing & recording • Make increasing accurate measurements e.g accuracy within 5 degrees on a thermometer and within 5mm using a ruler • How to use simple scientific apparatus thermometer, ruler, magnified glass, measuring jugs, scales. Concluding & Evaluating • Explain how the results lead to a conclusion. • Articulate my hypothesis prior to designing my investigation • Evaluate the results of my Investigation and explain why they are not biased	• Save information to the cloud • Check and spot inaccurate data • Plan a multi-scene animation • Transfer footage for more advanced editing • Judge privacy settings to reduce different risks • Use and apply privacy settings • Judge when or when not to respond to questions online • Articulate what constitutes good behaviour • Use different sources to double check information found • Find, report flag buttons when using websites • Create a storyboard	• Explain ways of keeping safe in the home • Say how I keep true to my own beliefs • Say who I could report issues to if I'm feeling abused in any way • Explain scenarios when it is ok to break trust • Why stereotyping is wrong • Show how I keep my personal data safe

Reading Objectives	Reading Objectives	Reading Objectives	Reading Objectives	Reading Objectives	Reading Objectives
• Consciously adapt tone, pace and volume of voice within a single context. • To identify main ideas drawn from more than one paragraph and to summarise these. • To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader. • Recognise and understand the use of figurative language: Metaphor and personification • To draw inferences from characters' feelings, thoughts and motives.	• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

Writing Objectives	Writing Objectives	Writing Objectives	Writing Objectives	Writing Objectives	Writing Objectives
• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Proofread work (edit and shorten) • Proofread their work and make corrections and improvements with purple pens • Perform using appropriate intonation, volume and movement so that meaning is clear. • Adverbials of number • Modal verbs	• use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	• describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. • use dialogue to convey a character and to advance the action.	• plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	• produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	• Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions
Fiction and non-fiction texts that will be shared with children: Book Talk: Guatemala Book Talk: Migration Book Talk: Obama Persuasive Speech Class Book: Folk Tales of Great Britain and Ireland	Fiction and non-fiction texts that will be shared with children: Class Book: The Last Whale	Fiction and non-fiction texts that will be shared with children: Class Book: The Last Whale	Fiction and non-fiction texts that will be shared with children: Class Book: The Boy in the Striped Pyjamas	Fiction and non-fiction texts that will be shared with children: Class Book: The Boy in the Striped Pyjamas	Fiction and non-fiction texts that will be shared with children: Class Book: The Boy in the Striped Pyjamas
	Coverage within non-enquiry subjects: PE: Athletics Music: Maths: Statistics, Shape, Position & Direction, Decimals, Negative Numbers, Converting Units and Volume				

Content Coverage Summary: Please refer to subject progression document for more detail.