

Year Group: 5

Term: Summer 2

English:

The London Eye Mystery by Siobhan Dowd

Children will develop creative responses to the text through drama, storytelling and artwork.. We will explore themes and issues, and develop ideas through discussion

Setting

How is the setting important to the story? How does the author make the setting atmospheric?

Characters

How do the characters feel about what is happening? How do they react to events and what does that tell us about the setting? We will draw inferences about characters' feelings, thoughts and motives from their actions. We will discuss Asperger's Syndrome and some of the characteristics associated with it.

Sentence structure

Children will understand how we can improve sentences using a range of sentences types and punctuation.

Language and imagery

How can we use vocabulary effectively to create a positive or a negative mood?

Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.



Suspense stories

This book supports the study of plot, character development and emotional response to strong themes such as bullying, loss, self-esteem and family in narrative fiction. It is also set in London!

Children will write:

- A police report
- An advert
- A story creating tension and suspense



Learning Values:

**Nurtured, Respectful and Responsible,
Harmonious**

North Ealing Primary School



S.M.S.C: Linked to The London Eye Mystery—

CELEBRATING DIFFERENCE

Personal feelings, empathising with others and how our actions can affect others.

Science: Life cycles

(continued from Summer 1)

The children will study the life cycles of mammals, amphibians, insects and birds, including some unusual examples like egg-laying mammals and marsupials.

They will compare complete and incomplete metamorphosis and find out about well-known naturalists and animal behaviourists.

How does the human body change with age?

Year 5 Teachers: Mrs Jackson, Mr Facey, Mrs Allard and Miss Saxton

Maths

Capacity

To convert between litres and millilitres
To know the imperial unit pints and the rough equivalent in litres
To solve problems using volumes and capacity

Number

To use formal written methods for all four operations including numbers with decimals
To solve word problems involving money

Percentages

To calculate percentages of amounts
To solve problems involving percentages

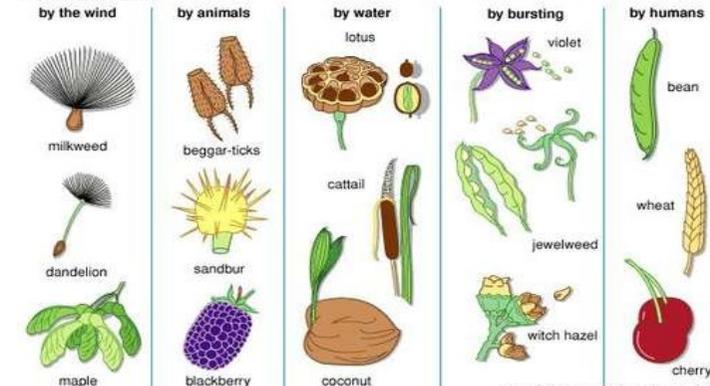
2D shapes

To reflect 2D shapes in two lines of symmetry and give coordinates

Line graphs

To decide on the best way to present data
To use line graphs to solve problems

How Seeds Travel



LONDON—How was the London skyline shaped by history?

History: A Local History Study

The Brentham Estate.

When was our school built? What evidence is there? What local buildings were built in the Victorian/Edwardian times?

We will continue to develop a chronologically secure knowledge and understanding of Victorian and Edwardian Britain. We will study the school and the local area and look at evidence of Victorian/Edwardian history. Year 5 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. We will ask historically valid questions about change, cause, similarity and difference, and significance.

We will look at the London skyline and some famous buildings built in Victorian times eg: Big Ben, St Paul's Cathedral, Westminster Abbey, and Tower Bridge.

VISIT CENTRAL LONDON to look at some of famous Victorian/Edwardian buildings.

Art: Art in context and history

Which artist do I prefer? Why?

TURNER AND CONSTABLE

I can use observational skills to replicate images by well known artists and explain how their work is similar / different.

LONDON SKYLINE

What does it look like?

I can create layers of paint to add detail to background colours.

I can take a photograph of the London skyline.

R.E. Moral dilemmas

Does

great power come with great responsibility? Where does power come from? Who was the good Samaritan? To begin to understand how to make an ethical decision. To explore poverty and how it effects decision making. To begin to understand the consequences of their decisions.

Article 14 You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Spanish: Continue on music topic:

The children will revise different musical instruments and types of music.



Use dictionary skills to find more names of instruments.

We will introduce and use the verb to play—*tocar*
Expand adjective vocabulary to create greater variety of spoken and written sentences.

LONDON



Computing: We are Artists

Using photos taken of the London landscape, students will improve and enhance the photos with photo editing software. Is using a computer programme better for design work than using a pencil and paper? What is the job of an architect?

P.E.:Unit 5: Health and Fitness

Physical focus on static balance and coordination. Whole games include: Beanbag raid and 2V2 Throw Squash.

Why is it important for us to stay healthy and keep fit?

P.S.H.E: RELATION AND SEX EDUCATION

How do our bodies change as we grow up? How might our emotions be effected? Where can we go for help and support during puberty? To explore the emotional and physical changes that occur in males and females during puberty. To understand the menstrual cycle and know the impact of puberty on physical hygiene.

LIVING IN THE WIDER WORLD (link to class novel)

What is autism? What is it like to have autism? How can their world be different to other peoples? What is the difference between autism and asperses syndrome? **Article 2: You have the right to protection against discrimination.**



Music: Unit 17: Round About

To explore harmony by performing/singing in 2 parts (or more). To incorporate ostinati and drones.

Can I recognise concords and discords? Can I maintain a part against another when singing/performing? Can I compose a round using a triad or the pentatonic scale (from Y4 Dragon Scales)

BBC Ten Pieces: Zadok the Priest