

# YEAR 5: ENGLISH 1: Learning Journey: Summer: Roman Tales, Myths and Legends

## What I already know:

I can use subordinate conjunctions in a range of sentence structures.

I can build tension using the active and passive voice.

I can use description to establish genre and generate atmosphere.

## Key Vocabulary:

Plot, sequence, action, flashback, opening, suspense, myth, legend, structure, plan, draft, redraft, pronoun, subject, object, relative clause, resolution, clause, phrase, main, subordinate, engagement, infer, deduce, disrupt; Roman, Romulus, Remus, ancient, mortal, immortal.

To use a wide range of subordinate conjunctions e.g. whilst, until, despite.

To embed relative clauses used for economy or effect.



To plan the opening and resolution so they shape the story.

To use structural features of narrative for effect: repetition.

To disrupt the sequence of the plot for effect: flashback.



To use modal verbs to indicate possibility.

To use dialogue to advance the action and heighten empathy for the central character.

## What I need to remember:

### Genre

To use flashback to disrupt the sequence of the plot.  
To use repetition for narrative effect.  
To use dialogue fluently within the structure of the plot.

### SPAG

To use subordinate conjunctions and relative clauses to vary sentence structure.  
To use modal verbs to indicate possibility.  
To use direct speech punctuation.



# YEAR 5: ENGLISH 2: Learning Journey: Summer: Non-chronological Report

## What I already know:

I can write a clear introduction and conclusion.  
I can make links between sentences to navigate the reader from one idea to the next.  
I can organise paragraphs into key ideas.  
I can use subheadings to organise information.  
I can use embedded relative clauses..

## Key Vocabulary:

Non-chronological report, introduction, layout, conclusion, information, active, passive, technical vocabulary, formal, informal, categorise, sort, prioritise, sentence structure, purpose, adverbial, expanded noun phrase, volcano, Pompeii, Vesuvius, magma, lava, tectonic plates, destruction..

To describe phenomena using technical and accurate vocabulary.

To compose a developed introduction which informs the reader.

To use generalised sentences to categorise and sort information for the reader.

To use active and passive voice to deliberately heighten engagement.

To use varied sentence length for purpose and effect.

To compose a developed conclusion which reinforces the purpose of the report.

To use formal and technical language to engage the reader.



## What I need to remember:

### Genre

To carefully construct a report using technical language and accurate description  
To use report layout features  
To shape my writing using prioritised information.

### SPAG

To use accurate and consistent tenses.  
To use a wide range of conjunctions including punctuation.  
To use formal vocabulary for effect.



# YEAR 5: ENGLISH 3: Learning Journey: Summer: Discussion

## What I already know:

I can write a clear introduction and conclusion.  
I can create links between ideas.  
I can organise paragraphs correctly into key ideas.  
I can link topic sentences within paragraphs.  
I can use more complex rhetorical questions to engage the reader.

## Key Vocabulary:

Discussion, argument, balanced argument, introduction, conclusion, viewpoint, prioritised information, emotive language, transparent, modal verbs, active voice, passive voice, Rome, Ancient Romans, democracy, civilisation.

To develop two viewpoints that are transparent to the reader.

To use persuasive statements to change the reader's opinion.

To compose a developed introduction and conclusion.

To create complex sentences that use well known economic expression.

To develop paragraphs with prioritised information.



To use active and passive voice to deliberately heighten engagement.

To select emotive language to engage the reader.

## What I need to remember:

### Genre

To present two opposing opinions with equal evidence.  
To inform and persuade by using accurate details.  
To use an argument shape to lead the audience through the main points.

### SPAG

To change tense according to the features of the genre.  
To use active and passive voice to explain and persuade.  
To use complex sentences and emotive language to persuade.



# YEAR 5: ENGLISH 4: Learning Journey: Summer: Poetry: Free Verse

## What I already know:

- I can compose poems using using figurative language.
- I can select structural features of poems.
- I can read and write narrative poems.
- I can use active and passive voice.
- I can use alliteration.
- I can locate and identify personification.

## Key Vocabulary:

Poem, poetry, verse, line, line break, rhyme, near rhyme, internal rhyme, cinquain, pattern, structure, figurative language, expanded noun phrase, clause, simile, metaphor, repetition, syllable, rhythm, active voice, passive voice, Hadrian's Wall, Sycamore Gap, ancient Romans, Northumberland, nature natural, native, non-native, invasive.

To locate and identify emotive language to engage the reader.

To use figurative language with economy to create impact.



To use modal verbs consciously for effect.

To write an anthology of poems that are consistent in length and structure.

To evaluate and select structural features of poetry: free verse.



To use a wide range of subordinate conjunctions.

To compose free verse to generate emotion in the reader or listener.

## What I need to remember:

### Genre

To select emotive language to generate a response in the reader or listener.  
To limit figurative language to create maximum impact.  
To group ideas and themes to compose an anthology.

### SPAG

To use a variety of subordinate conjunctions effectively.  
To select modal verbs for efficiency and effectiveness.  
To use a wide range of appropriate punctuation.



# YEAR 5: MATHS 1: Learning Journey: Summer: Shape

## What I already know:

I know that an angle is a measure of a turn  
I can define and identify a right angle.  
I can recognise acute and obtuse angles.  
I can recognise, describe and draw 2D shapes accurately.  
I can classify triangles according to precise criteria

## Key Vocabulary:

Clockwise, anticlockwise, right angle, acute angle, obtuse angle, reflex angle, straight line angle, full/half/quarter/three quarter turn, protractor, regular/irregular polygon, vertices, edges, faces, cuboid, sphere, cone, cylinder, triangular-based pyramid, hexagon prism, isometric paper.

To understand and use degrees.

To classify and estimate angles.



To measure angles up to  $180^\circ$ .

To calculate angles around a point and on a straight line.

To draw lines and angles accurately.

To determine angles in regular and irregular polygons.



To explore 3D shapes.

## What I need to remember:

To understand and use degrees.  
To know that a right angle is  $90^\circ$ , an angle less than  $90^\circ$  is an acute angle and that an angle greater than  $90^\circ$  but less than  $180^\circ$ , is an obtuse angle.  
To measure angles up to  $180^\circ$  using a protractor correctly.  
That angles around a point sum to  $360^\circ$  and angles on a straight line sum to  $180^\circ$ .  
That polygons are 2D, closed shapes made up of straight lines and the features of regular and irregular polygons.



# YEAR 5: MATHS 2: Learning Journey: Summer: Position and Direction

I can read, write and use pairs of coordinates.  
I can read the x and y axis in the correct order.  
I can plot points accurately on a grid.  
I can move shapes and points on a coordinate grid following explicit instructions.  
I can describe the movement of shapes on a grid.

## Key Vocabulary:

Position, direction, grid, quadrant, position, symmetry, coordinates, reflection, x axis, y axis, brackets, plot, plotting, movement, translate, translation, size, orientation, lines of symmetry, object, image, mirror line, vertices.

To read and plot coordinates in the first quadrant.

To solve problems using coordinates.

To understand the translation of shapes.

To translate shapes using coordinates

To understand and identify lines of symmetry.

To reflect shapes using horizontal and vertical mirror lines.

## What I need to remember:

To understand coordinates and describe positions in the first quadrant.  
To accurately plot points on grid lines.  
To know and use the x and y coordinates.  
To know that when a shape is translated or reflected the size does not change.





# YEAR 5: MATHS 3: Learning Journey: Summer: Decimals

I know that decimals represent parts of a whole.  
I know that understanding place value will make working with decimals easier.  
I know and use strategies to order and compare decimals.  
I understand the relationship between fractions, decimals and percentages.

## Key Vocabulary:

Decimals, fractions, percentages, whole, part, equal, operation, multiple, factors, multiple groups, exchanging, place value, tenths, hundredths, thousandths, decimal point, column, compare, round, closest to, order, sequence, pattern.

To add and subtract decimals within 1.

To use complements to 1 and add decimals crossing the whole.



To add and subtract decimals with the same number of decimal places.

To add and subtract decimals with different number of decimal places.

To understand decimal sequences



To multiply and divide by 10, 100 and 1000

To solve missing value problems using multiplication and division strategies.



## What I need to remember:

To use place value charts to support addition, subtraction, multiplication, division and exchanging between columns.  
To build on understanding that decimals are tenths, hundredths and thousandths.  
To know and use the formal written method for adding and subtracting with decimals.  
To use estimation check the reasonableness of an answer.

 $1+2=3$

# YEAR 5: HISTORY: Learning Journey: Summer: Ancient Rome

## What I already know:

I know that the Viking invasions were a significant event in UK history.  
I know that lives are impacted by invasion (Vikings).  
I know that secondary sources give us information about historical lives and beliefs.  
I know the religious beliefs of the ancient Greeks.

## Key Vocabulary:

Rome, ancient Rome, empire, emperor, Caledonia, Celts, Britons, Iceni, legion, Picts, Julius Caesar, Emperor Hadrian, Boudicca, tribe, slaves, enslaved people, democracy, toga, forum, viaduct, aqueduct, Latin, columns, architecture, gods, goddesses, conquest, invasion, villa, baths.

To explain the size and timescale of the Roman empire.

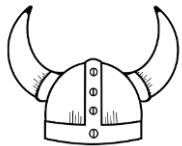


To explore the impact of the Roman empire by learning about Roman roads.



To understand how the Roman empire impacted the lives of others

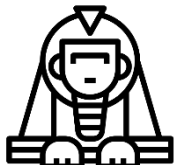
To describe the Emperor Hadrian and the legacy of Hadrian's Wall.



To understand the religious beliefs of the Romans.



To explore the daily lives of Romans in Pompeii.



## What I need to remember:

To use a range of evidence to give reasons for different interpretations of events.  
To order an increasing number of historically significant events throughout the age of the Roman empire.  
To describe the attitudes, beliefs and everyday lives of the Romans.



# YEAR 5: GEOGRAPHY: Learning Journey: Summer: Resources and Trade

## What I already know:

- I can define different job sectors in the UK.
- I can explain reasons for the changes in the UK job sector over the last century.
- I can define trade and give reasons for the importance of trade.
- I can give examples of the common jobs around the world.

## Key Vocabulary:

Resources, trade, sustainable, renewable, non-renewable, essential, European Union, exports, imports, mineral, substance, uneven, exchange, advantages, disadvantages, natural resources, consumption, choropleth map, producers, consumers, manufacture, culture, transport, communication.

To define, categorise and evaluate resources around the world.



To understand and explain the inequality of food resources around the world.



To identify and name minerals; exploring their use around the world.

## Assessment

To describe and explain some of the issues with resources and trade.



To identify resources and countries that are important to UK trade.

**What I need to remember:**  
To categorise different types of resource.  
To explain reasons why resources are unevenly distributed.  
I can name important minerals and give reasons for their use.  
I can name countries that trade with the UK.  
I understand why trade is important.

# YEAR 5: SCIENCE: Learning Journey: Summer 1: Properties and Changes in Materials

## What I already know:

I can compare and group materials according to whether they are gas, liquid or solid.

I know that some materials change state when heated or cooled.

I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation is linked to temperature.

## Key Vocabulary:

Acid, bicarbonate of soda, burning, chemical changes, chemists, dissolve, electrical conductivity, evaporate, everyday materials, filter, formation, gas, hardness, irreversible, liquid, magnets, melt, metal, mixtures, new materials, plastic, properties, reactions, reversible changes, rusting, separate, sieve, solid, solubility, solution, suspension, thermal conductivity, transparency.

To compare materials according to their properties.

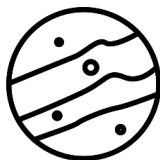


To investigate thermal insulators and conductors.



To investigate which electrical conductors allow a bulb to shine the brightest.

To investigate materials that will dissolve.



To use different processes to separate mixtures of materials.



To identify and explain irreversible chemical changes.

## What I need to remember:

To know that all matter has mass.  
To understand that sometimes mixed substances react to make a new substance and that these changes are usually irreversible.  
To know that reversible changes can be reversed by: sieving, filtering and evaporating.  
To understand that heating can cause a material to change state permanently.

# YEAR 5: COMPUTING: Learning Journey: Summer 1: Video Editing

## What I already know:

I know that digital images can be manipulated.  
I can use the most appropriate tool for a particular purpose when creating and manipulating images.  
I can consider the impact of changes on the quality of an image.

## Key Vocabulary:

Visual media format, features, video, production, editing, technique, analyse, compare, digital video recording device, camera angles, microphone, consider, storyboard, evaluate, capture, review, scene, script, film outline, import, edit, retrieve, reshoot, content, reorder, opinion.

To recognise video as moving pictures that can be combined with audio

To recognise that some devices can capture video using a camera



To recognise that video can be captured automatically (e.g. a wildlife camera)

To identify the features of a good video

To identify how a video can be improved

## What I need to remember:

To identify and compare features of videos.  
To use camera angles and microphones to add detail to moving digital images.  
To capture video using a range of filming techniques.  
To create, save and retrieve video content.

To recognise that video can be improved through editing



# YEAR 5: COMPUTING: Learning Journey: Summer 2: Selection in quizzes

## What I already know:

I can use a loop command in a programme to repeat instructions.  
I can explain the difference between indefinite loops and count-controlled loops.  
I can recognise tools that enable concurrent process to run in programmes.

## Key Vocabulary:

Selection, conditions, programming, outcomes, conditions, flow of actions, modify, existing programmes, algorithms, infinite loop, branch, direct, outline, design format, setup code, design, write, debug.

To define that conditional statements are used in computer programs

To outline that a condition is something that can either be true or false



To explain that instructions in a program will produce specific outcomes

To explain that a condition-controlled loop will stop when a condition is met.

To relate that a count-controlled loop contains a condition  
To explain that program flow can branch according to a condition

## What I need to remember:

To identify and modify conditions in a program.  
To create a program with different outcomes using selection.  
To explain that program flow can branch according to a condition.  
To use a design format to outline a condition.

To use a condition in an 'if... then... else...' statement to produce given outcomes



# YEAR 5: DESIGN AND TECHNOLOGY: Learning Journey: Summer: Clay Lamps

## What I already know:

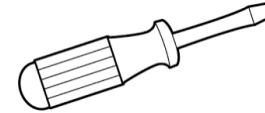
I can create simple circuits that are integral to the design of a product.  
I can develop more complex circuits to create a more appealing product which is aimed at a specific consumer.  
I can evaluate current and historical designs against a set of criteria.

## Key Vocabulary:

Plan, make, cut, model, stick, glue,, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, clay, mold, pinch, coil, slab, glaze, pottery.

To observe close up photographs of ancient Roman pottery and replicate them accurately in 3D.

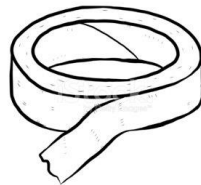
To experience simple pottery designs by creating a coil pot.



To imagine and explore pottery designs by creating an ancient Roman scratch tile.

To create developed pottery designs including an awareness of the functionality.

To refine clay lamp designs to include a themed design and appeal to an identified user.



To reflect on designs and skills to complete and evaluate my final piece.

## What I need to remember:

To use a variety of clay working techniques with confidence and accuracy.  
To use tools to make controlled design in clay.  
To combine functionality with decoration to create an appealing product.  
To evaluate and refine designs and products against a given set of criteria.

# YEAR 5 ART AND DESIGN - Learning Journey: Summer: Roman

## Portraits

### What I already know:

- I can explore colour and texture to create controlled effects.
- I know how to use transfer and layering techniques to create multimedia prints.
- I can use developing observational drawing skills for detail and accuracy.

### Key Vocabulary:

Background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, create, compose, form, relief, sculpture, scale, portrait, detail, composition, mosaic, tone, shade, shadow, proportion, symbolic, decoration, Pompeii, fresco.

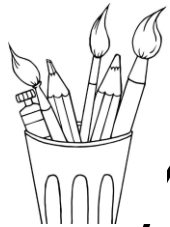
To observe the lines and colours of Christina Balit's 'Vesuvius' to make accurate, detailed paintings.

To experience mosaic techniques to create small scale works inspired by ancient artefacts.

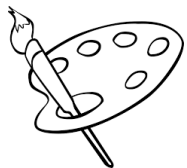


To imagine and explore creating mosaic inspired observational drawings of symbolic animals, including colour tones

To create detailed and accurate mosaic of a selected details; combining line, shape, colour and texture.



To refine mosaic technique compositions to create portraits using a range of colours and accurate proportion.



To reflect on designs and skills to complete and evaluate my final piece.

**What I need to remember:**  
To give detailed observations about the work of other artists.  
To create and arrange accurate patterns.  
To add decoration for effect.  
To create a colour palette, demonstrating mixing techniques.  
To think critically about their art and design work.

# YEAR 5: MUSIC: Learning Journey: Summer: At The Movies

## What I already know:

I can sing syncopated melodies.  
I can sing and play scales and chromatic melodies.  
I can accompany a song with sung and played drones.  
I can create accompaniments for a song.

## Key Vocabulary:

Music narrative, notation, interpret, storyboard, structure, soundmakes, tuned, untuned, instruments, tempo, dynamics, timbre, sound effects, tempo, phrase, melody, pitch, texture, dimensions, soundtrack, timesheet, rhythm, score, composition.

To interpret notation.

To explore and use narrative structure.

To identify changes in tempo and their effects.

To explore the effects of music in movies.

To learn about techniques used in movie soundtracks.

To work in groups to create descriptive movie music.

## What I need to remember:

To understand music narrative by interpreting notation.  
To compose sound effects using narrative structure.  
To understand phrase structure by identifying changes in tempo.  
To evaluate and refine composition when working in groups to create descriptive movie music.





# YEAR 5: MUSIC: Learning Journey: Summer:

## Celebration

### What I already know:

I can understand music narrative by interpreting notation.  
I can compose sound effects using narrative structure.  
I can understand phrase structure by identifying changes in tempo.  
I can evaluate and refine composition when working in groups to create descriptive movie music.

### Key Vocabulary:

Melody, harmony, coda, unison, accompany, ostinati, verse, chorus, fanfare, audience, structure, bridge, pitch, dynamics, duration, scho-singing, texture, ensemble, instrumental, evaluate, improve, pattern.

To sing a song in unison with a three part harmony.

To perform ostinati and body percussion accompaniments to a song.

To develop a song with an awareness of the audience.

To apply singing techniques to improve a performance.

To develop accurate ensemble playing.

To rehearse and improve an ensemble performance.

### What I need to remember:

To learn a melody and harmony parts on instruments to accompany a song.  
To explore a song arrangement and its structure using percussion.  
To rehearse and improve an ensemble piece.  
To develop a song performance with an awareness of audience.



# YEAR 5:FRENCH: Learning Journey: Summer: Around The World

## What I already know:

I can understand more complex sentences about musical instruments.

I can pronounce words, phrases and simple sentences about musical instruments with increasing accuracy.

I can use dictionaries to find the meaning of unknown words.

## Key Vocabulary:

Bienvenue dans, la chambre, la cuisine, la salle à manger, Il habite au, Elle habite au, Le Canada, Il habite en, Elle habite en, La Belgique, La Côte d'Ivoire, La Guadeloupe, j'habite à, Paris, Lyon, Nice, Bordeaux, Chamonix, Le Royaume-Uni,

To understand the **main points** of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly about houses.

To produce some **short phrases** independently (without written support) within a familiar topic, with good pronunciation about places in the world.



To use **dictionaries** to find the meaning of unknown words and to **translate** own ideas to describe French cities.

To write words, phrases and short simple sentences from his/her repertoire from **memory** with understandable spelling of French cities.

To read and **show understanding** of a piece of writing based on Around the World.



To use several regular **verbs in the present tense** (with the support of a frame).when writing about British Nationalities.

**What I need to remember:**  
To understand the main points of a spoken passage including familiar vocabulary.  
To produce short phrases about countries around the world.  
To write short, simple sentences from memory when talking about French cities.  
To use present tense verbs when talking about where they live.