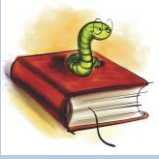


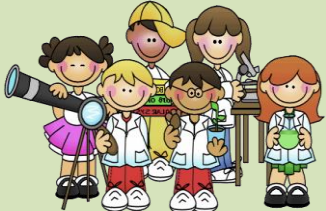










English	CURRICULUM INFORMATION Summer 2025 YEAR 5		Maths
<div style="text-align: center;"></div> <p>Explanation: Lost Book of Adventure: Explore key features of explanation texts Explore different methods of explanation for the importance of a shelter and the building of rafts Plan and create a survival guide</p> <p>Persuasion: Advertising campaigns Explore advertising campaigns from a variety of media Create adverts: radio, print-based advert and for video.</p> <p>Poetry: Free Verse Cloud Busting by Malorie Blackman Free Verse will be written that have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p> <p>Entertain: Description Birdsong by Katya Balen Stories created will focus on a clear story opening with descriptions of settings and characters and an ending with either a message, surprise or cliffhanger.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Use a variety of cohesive devices to build cohesion within sentences & paragraphs • Use relative clauses • Use modal verbs • Use hyphens • Use brackets, dashes or commas for parenthesis • Bullet points • Colons • Inverted commas 	RE		<div style="text-align: center;"></div> <p>Measure Area Volume and capacity Perimeter 3D Shape Reflection/translation Angles Multiplication/division strategies Scaling Imperial/metric conversion Fractions/decimals/ percentages problem solving Timetables Problem solving Polygons Rectangles Statistics Roman numerals</p> <p>TT Rock Stars</p>
<p style="text-align: center;">Class book: The Boy in the Tower (Part 2)</p> <p style="text-align: center;">Key texts: The Lost Book of Adventure A range of real-life age-appropriate adverts Cloud Busting by Malorie Blackman Birdsong by Katya Balen</p>	<div style="text-align: center;"></div> <p>Topic 7: Pentecost (Serving: Transformation)</p> <ul style="list-style-type: none"> • To know and make links between scripture and God's gift of the Holy Spirit and forgiveness. • To understand the transforming power of the Holy Spirit and how it shapes the lives of Christians. <p>Topic 8: Reconciliation (Inter-relating: Freedom & Responsibility)</p> <ul style="list-style-type: none"> • To have an understanding of how feelings and beliefs about the relationship of freedom and responsibility affect behaviour and that of others. • To compare our own and other people's ideas about questions concerning the use of freedom and responsibility and to know that these questions are sometimes difficult to answer. <p>Topic 9: Universal Church (World: Stewardship)</p> <ul style="list-style-type: none"> • To show how feelings and beliefs about care for the earth affect our behaviour and that of others. <p>World Religion: Islam</p> <ul style="list-style-type: none"> • To understand the importance of Ramadan and the Festival of Eid-ul-Fitr. • To understand the importance of the pilgrimage to Makkah. 		
Science	History	Music	
<div style="text-align: center;"></div> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction on some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	<div style="text-align: center;"></div> <p>Focus: What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> • To investigate who were the ancient Greeks and when they lived. • To investigate Greek gods and goddesses. • To understand how ancient Greece was governed. • To investigate whether the ancient Greeks gave democracy to the modern world. • To investigate how the ancient Greek philosophers influence us today. • To assess the legacy of the ancient Greeks. 	<div style="text-align: center;"></div> <p>Perform and compose music inspired by Greek myths and legends. Compose a rhythm piece using word rhythms. May extend word rhythms and some children may turn these into a verse for a song. Sing unison and part-songs. Listen to a range of music and discuss. Improve ukulele skills and accompany a song using 2 or 3 chords. Learn about syncopation and compound rhythms. Use musical ICT to compose music. Play call & response, copycat and rhythmic dictation games. Compose body percussion music.</p>	



Computing	Geography	PSHE - Jigsaw	
 <p>Databases:</p> <ul style="list-style-type: none"> Through the Purple Mash scheme of work, you will research databases and then create a class database. <p>Game creator:</p> <ul style="list-style-type: none"> Through the Purple Mash scheme of work, you will research and assess games and then create your own. <p>3D Modelling:</p> <ul style="list-style-type: none"> Through the Purple Mash scheme of work, you will research a design program and then design a 3D model to fit a certain criteria. 	 <p>Focus: Would you like to live in the desert? To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats of desert environments. To explore the similarities and differences between two physical environments.</p>	<p>Jigsaw – Healthy Me</p> <hr/> <p align="center">RSE</p> <p>God is calling you Under pressure Do you want a piece of cake? Self-talk Sharing isn't always caring Cyberbullying Types of abuse Impacted lifestyles Making good choices Giving assistance The Holy Family Catholic Social Teaching Reaching out</p>	
Creative - Art/DT	Spanish	PE	
 <p>Art – Craft and Design: Architecture</p> <ul style="list-style-type: none"> To develop & improve art & design techniques, including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design combining a wider range of media: e.g.: photography & digital art effects. To create sketch books to record observations and use them to review and revisit ideas. Use a broad range of stimulus to draw from such as architecture, culture & photography as part of an exploratory journey. Research the approaches of different artists across a variety of disciplines to be able to describe how the cultural & historical context may have influenced their creative work. <p>D&T – Textiles: Stuffed toys.</p> <ul style="list-style-type: none"> To generate, develop, model and communicate ideas through discussion, annotated sketches and templates to create a 3D stuffed toy from a 2D design To measure, mark and cut fabric accurately and independently. To thread needles independently. To create strong and secure blanket stitches when joining fabric and use applique to attach pieces for decoration. To evaluate ideas and products against your own design criteria and consider the views of others to improve your work. 	 <p>At the cafe (En la cafeteria):</p> <ul style="list-style-type: none"> Through the Language Angels scheme of work, you will be able to a short role-play in a Spanish cafeteria and say and write what you are ordering to eat and/or drink. <p>My home (Mi casa):</p> <ul style="list-style-type: none"> Through the Language Angels scheme of work, you will be able to present both orally and in written form about where you live and which rooms you have and do not have in your homes in Spanish. 	<p align="center">Yoga/Dance (Ms Gunn)</p> <p>Yoga: To develop an awareness of what the body can do. To understand how to use breath control to hold poses, move within poses and transition from pose to pose. To develop flexibility, strength & balance with control.</p> <p>Dance: To understand how changing dynamics changes the appearance of performances. To understand & use relationships & space to change how a performance looks. To create & develop movements & actions keeping in time with music. To use structure to create a dance performance.</p>	<p align="center">Tennis/Rounders (CT)</p> <p>Tennis: To develop returning the ball using forehand & backhand groundstrokes. To develop the volley & develop a continuous rally. To develop the underarm serve & understand the rules of serving.</p> <p>Rounders: To develop fielding skills (throwing under and overarm, catching and retrieving a ball). To develop skills, strategies and tactics. To understand the roles of bowler, backstop, fielder and batter.</p>

Our PE days are: Wednesday & Thursday. Homework – weekly Thursday to Tuesday – Spellings and Reading.