

History

As historians we will...

- ◆ Place key events from a period of history on a timeline in relation to one other period of history
- ◆ Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experiences
- ◆ Understand that some sources include facts and opinions and different evidence can lead to different conclusions
- ◆ Use a range of information, including my own research, to present a historical argument

Guided Reading

As readers, we will be reading ‘Holes’ by Louis Sachar. We will...

- ◆ Read aloud, accurately and with intonation, checking our understanding and use punctuation to inform meaning
- ◆ Read different text types, which are structured and presented in different ways to help with our learning across the curriculum.
- ◆ Read for sustained periods, increasing our willingness to read a wider range of more demanding texts.

Maths

As mathematicians, we will...

- ◆ Continue to work with percentages and decimals
- ◆ Work with data and statistics
- ◆ Investigate shapes and their properties
- ◆ Work with position and direction using coordinates
- ◆ Convert various units of measure

RE

As theologists, we will be studying Hopes and Visions. We will...

- ◆ Learn about how faith members show respect when they are in a sacred place
- ◆ Learn about the meaning of symbols and artefacts

Science

As scientists, we will be studying Animals including Humans and Living things in Their Habitats. We will...

- Group, classify and identify plants, animals and micro-organisms using keys or other methods based on their observable features
- Describe how living things have changed over time and evolved using the basic ideas of inheritance, variation and adaptation
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Describe the effects of diet, exercise, drugs and lifestyle on how the body functions

PE

As active children we will...

- ◆ Develop and improve our tennis skills through improving our coordination and small practices.
- ◆ Develop and improve athletic performance through completing running, jumping and throwing activities: evaluating acting on feedback.

Summer Term

Year 5



Aspiration



Collaboration



Community



Enrichment

Music

As musicians, we will...

- ◆ Understand musical activity
- ◆ Listen and respond. Improvise on glockenspiels/recorder
- ◆ Compose with song
- ◆ Play compositions
- ◆ Complete significance lessons

Geography

As geographers we will explore key questions

- ◆ What are the features of mountains? Why might someone use an Ordinance Survey map? What makes a good settlement? What can you tell me about different seasons and types of weather?

As geographers we will :

- ◆ Be able to describe and explain the key physical features of rivers and how they have shaped the land.

PSHE

As responsible citizens, we will be completing Puzzle 5 (Relationships) and Puzzle 6 (Changing Me). We will...

- ◆ Build positive, healthy relationships
- ◆ Learn how to cope positively with change

Computing

As computer scientists, we will...

- ◆ Know about objects can be described using characteristics and labels
- ◆ Learn about data and what types of data exist
- ◆ Learn how data can be collected and grouped
- ◆ Learn how questions can be answered by analysing data
- ◆ Learn how to use tools that assist the above

Art and DT

As designers, we will...

- ◆ Use and apply my knowledge of a range of methods and techniques to communicate my ideas through a range of media in 2D and 3D form
- ◆ Appraise and analyse a range of toys and identify if the form follows its function
- ◆ Create a range of electrical circuits and identify their components
- ◆ Practise using a range of tools and techniques to create part of a product
- ◆ Generate ideas and design a product that meets the design brief

English

As writers, we will...

- ◆ Model and provide opportunities to explore a range of good writing through fiction, non-fiction and poetry texts. In doing this, we aim to develop an awareness of a standard of writing to which we can all realistically aspire. Furthermore, this will allow teachers to refer to features of writing using the correct grammatical terminology ensuring that the we have a sound grammatical basis to become effective and fluent writers.