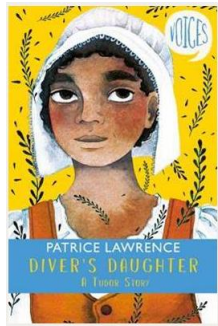


English



Reading and writing learning centred around high quality texts:

Text:

- The Diver's Daughter

Written outcomes:

- Diary Entry
- Setting Description
- Descriptive Poem
- Letter
- Non-Chronological report

Text:

- Tom's Midnight Garden (graphic novel)

Written outcomes:

- Letter writing
- Documentary script writing
- Poetry
- Diary writing
- Descriptive writing
- Persuasive writing

Cross curricular:

- a report from time traveller explaining what everyday life was like in Tudor times
- a persuasive letter to Kathryn Parr warning of the dangers of marrying the King

Grammar and spelling:

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]; Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify ;Verb prefixes [for example, dis-, de-, mis-, over- and re-]

KS2 Punctuation:

Use of inverted commas and other **punctuation** to indicate direct speech; **Apostrophes** to mark **plural** possession; Use of commas after **fronted adverbials**

French

Holidays and Leisure:

To understand a weather forecast; to present a mini weather report; name holiday accommodation; describe things to do on holiday; research holiday destinations in France; choose French destination.

Wider world:

Identify N/S American countries and capitals; identify modes of transport; describe how to travel to a destination using compass points; research French speaking countries of the Americas; Focus on Quebec and Quebec city; describe where Quebec is and what there is to do there.

Computing

- Are you a cyberhero?
- Can you finish my story?
- Simply Delicious
- My Exciting World Landmarks

Tudor Times: terrible or tremendous? Year 5 Summer term

Travel back in time to the 1500s and meet the Tudors, a domineering dynasty that changed our history. Find out about the huge changes that happened during the reigns of the Tudor kings and queens. Discover an opulent court where dancing and singing goes hand in hand with swift falls from favour – and even swifter falling of heads! Develop your painting skills, solve riddles and remember to protect your precious neck with a large white ruff – if you want to survive at Tudor court!

Ideas for topic texts to read at home: The Prince, the Cook and the Cunning King; The Boy and the Globe; The Cat and the Tudor Treasure; The Secret Diary of Thomas Snoop; The Executioner's Daughter.



Maths

Adding and subtracting decimals
Decimal sequences
Problem solving – decimals
Multiplying and dividing decimals by 10, 100 and 1,000
Measuring angles in degrees
Measuring with a protractor
Drawing lines and angles accurately
Calculating angles on a straight line and around a point
Calculating lengths and angles in shapes
Recognising drawing and reasoning about parallel and perpendicular lines
Regular and irregular polygons
Reasoning about 3D shapes
Reflection with coordinates
Translation with coordinates
Metric units
Imperial units of length, mass and capacity
Converting units of time
Timetables
Problem solving – measure
Comparing and estimating volumes and capacity

R.E.

Life in the risen Jesus

Know that Jesus is risen from the dead and reflect on what the Resurrection of Jesus means for us. Understand the meaning of the Resurrection and reflect on the importance of the Resurrection for us. Know that the Spirit of Jesus works in many ways and reflect on the Spirit at work in the Church. Know that Jesus is present among us in different ways and reflect on how we can be present with Jesus. Know that there are different ways of praying and explore different ways of praying. Understand how Jesus teaches us to pray and reflect on the importance of prayer for us today.

Hinduism

How did Hinduism begin and develop as a religion?
How does dharma influence how Hindus live?
What are Hindu beliefs about karma, samsara and moksha?
Who is Brahman to Hindus?
Who are the feminine deities within Hinduism.
What is the story of Shiva and the Ganges?
What are the Vedas and some of the important Holy texts of Hinduism?
How do Hindus express their faith today?

Islam

Hajj - How do Muslims perform the pilgrimage to Mecca?

Geography & History

We will learn about the Wars of the Roses and deduce what sort of King Henry VII was using sources. We will learn about Henry VIII as boy and man and give advice to his sixth wife based on what we know. We will compare Tudor and modern Spitalfields using copperplate maps and research Tudor life by looking at found objects. We will research the significance of ships in Tudor times by looking at the Mary Rose, and the Cowdray engraving. We will evaluate whether Elizabeth's I's reign was really a 'Golden Age' based on new knowledge about the slave trade.

Map Quest

Locational Knowledge:

The Americas

Map Skills:

Use index and contents page to find information in an atlas. Identify well known countries from their outlines. Demonstrate awareness that the globe can be represented as flat. Recognise the earth's surface is moving and has evolved over a period of millions of years. Identify significant lines of longitude and latitude; identify tropics of Cancer and Capricorn, Arctic and Antarctic circles. Have an understanding of time zones (Prime, Greenwich meridian). Know and use 8 points of a compass and know 6 figure grid reference. Measure the straight line distance between two points on a plan. Identify symbols using a key (including O.S maps). Draw maps using symbols and a key and use maps of various scales. Use digital / computer mapping to locate countries. Recognise differences between map and aerial photographs. Understand the difference between a political and topographical map.

Art & D.T.

Art: We will explore the importance of symbolism in heraldry and portraiture. We will create our own coat of arms using symbolism to represent us. We will analyse portraits of Elizabeth I and go on to create our own, learning techniques of proportion.



D.T: Textiles: Use basic sewing and joining techniques to design and make pages for a felt 'sensory book' for the incoming Reception Class Owlets to help them with their fine motor skills.



Science

Working scientifically in Lower Key Stage 2

Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.

Choosing a suitable scientific enquiry. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions

Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.

Fair testing. Recognise when a simple fair test is necessary.

Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys.

Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Choosing equipment. They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately.

Collecting data. They should collect data from their own observations and measurements.

Measuring. They should use standard units.

Recording. They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences.

Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data

Making improvements. They should find ways of improving what they have already done.

Summer term topics

Animals including humans:

- Describe the changes as humans develop from birth to old age.

Key scientists: paediatricians

P.S.H.E

***Created to Live in Community:** The Trinity
***Created to Live in Community:** Catholic Social Teaching
***Created to Live in Community:** Reaching Out

Health: Physical Illness

Health: Young Minds

Health: Immunisation

Healthy Relationships: Physical Contact

Healthy Relationships: Support & Care

Music

Students will continue to develop their skills on their chosen instrument with a particular focus on improving the sound that they produce. They will learn about dynamics and attempt to incorporate these into pieces and exercises.

P.E.

1st half: Cricket & Health Related Exercise

2nd half: Tag Rugby & Athletics