

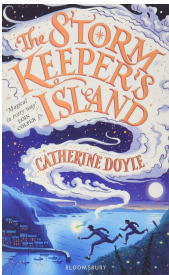

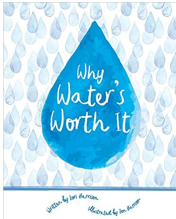

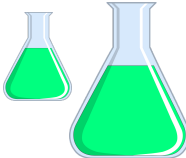
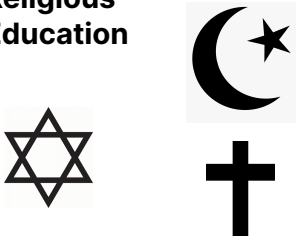



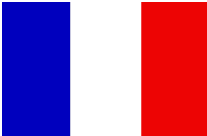






Our Year 5 Curriculum - Summer 1

<p>Big Question </p>	<p>Should we continue to live near rivers?</p>
<p>Maths</p> 	<p>Fractions: -adding, subtracting and multiplying fractions -finding fractions of amounts</p> <p>Decimals and percentages: -decimals up to 2 decimal places -decimals and fractions -rounding decimals -understanding percentages -comparing fractions, decimals and percentages</p> <p>Decimals: -adding and subtracting decimals -multiplying and dividing decimals</p>
<p>English</p>   	<p>Reading Fiction: The Storm Keeper's Island Non-Fiction: Non-chronological reports Non-Fiction: Persuasive pieces</p> <p>Reading Strategies: inference, evaluation and combining different reading strategies</p> <p>Writing</p> <p>Non-Chronological Report Why is water worth it?</p> <p>Persuasive Writing Why should you settle beside a river?</p> <p>Narratives Fantasy/magical descriptions</p>
<p>Geography</p> 	<p>Rivers in the UK Pupils will learn the physical geography of rivers and link this to the water cycle. They will then consider the human geography of rivers thinking about the types of settlement and land use and economic activity that takes place on the banks of rivers.</p>
<p>Science</p> 	<p>Forces: How can we manipulate forces to our advantage?</p> <p>Having studied and investigated contact and non-contact forces in depth, we will now investigate the impact that pulleys, levers and gears have on the force acting on an object leaving us able to answer whether we can manipulate forces to our advantage.</p>

<p>Religious Education</p> 	<p>Christianity, Judaism and Islam Pupils will reflect on their learning from across Year 5 and compare and find similarities between the religions that they have studied.</p>
<p>Design Technology</p>	<p>Mechanism: moving bridge Pupils will learn about different types of bridges and the materials they can be made from. We will investigate how to strengthen structures and finally make a model moving bridge.</p>
<p>PSHE</p> 	<p>How can drugs common to everyday life affect health? Pupils will learn how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p>
<p>Music</p> 	<p>Water Music Smetena, Britten and Debussy Pupils will learn to 'feel' and understand syncopation and create my own syncopated rhythms, sing a 2 part canon confidently with awareness of others and my own part and create my own actions to a song and teach it to others and perform with confidence in a group</p>
<p>Computing</p> 	<p>We are architects Pupils will understand the work of architects, designers and engineers working in 3D and develop familiarity with a simple CAD (computer-aided design) tool.</p>
<p>French</p> 	<p>Les Vetements Pupils will learn to describe what they or someone else is wearing. In addition, they will learn how to conjugate and use the verb 'to wear' = porter in the present tense with all subject pronouns.</p>
<p>Outdoor PE</p> 	<p>Cricket Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
<p>Indoor PE</p> 	<p>Yoga Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>