










Year 5 Curriculum Information Sheet Summer 1 – 2023-2024

Class: Joyful Jellyfish & Sensible Seahorses

THEMES	This term our learning is based around the theme of <b>Being a British Citizen</b>
<p data-bbox="121 562 252 595"><b>ENGLISH</b></p> 	<p data-bbox="316 432 831 465">During this term students will be writing:</p> <ul data-bbox="360 499 1465 763" style="list-style-type: none"><li>• <b>Poems which explore form:</b> <i>Students will explore the meaning and effect of internal rhyme in poetry while exploring different forms of poetry.</i></li><li>• <b>A Balanced argument:</b> <i>Students will write a balanced argument using supporting evidence.</i></li><li>• <b>Biography:</b> <i>Students will write an informative and entertaining biography about a person linked to the science topic Earth and space.</i></li></ul> <p data-bbox="328 831 1026 864">In <b>Guided reading</b> we will focus on these main areas:</p> <p data-bbox="328 898 1366 931">comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting.</p>
<p data-bbox="137 1039 240 1072"><b>MATHS</b></p> 	<p data-bbox="328 1039 1465 1171">Each week the children will be challenged on key areas of the Year 5 maths curriculum. The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils are fluent and can give reasons for their methods and apply this skill to solve every day mathematical problems.</p> <p data-bbox="328 1173 810 1207"><b><u>We will be developing our skills in:</u></b></p> <p data-bbox="328 1209 826 1243"><b>Measurement – Perimeter and Area</b></p> <ul data-bbox="328 1245 1465 1641" style="list-style-type: none"><li>•measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li><li>•calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes</li><li>estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li><li>•use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li><li>•solve comparison, sum and difference problems using information presented in a line graph</li><li>•complete, read and interpret information in tables, including timetables</li></ul> <p data-bbox="328 1644 770 1677"><b>Geometry – Properties of Shapes</b></p> <ul data-bbox="328 1680 1465 1980" style="list-style-type: none"><li>•identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li><li>•know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li><li>•draw given angles, and measure them in degrees (°)</li><li>•identify: angles at a point and 1 whole turn (total 360°)</li><li>•angles at a point on a straight line and half a turn (total 180°)</li><li>•other multiples of 90°</li><li>•use the properties of rectangles to deduce related facts and find missing lengths and angles</li></ul> <p data-bbox="328 2013 810 2047"><b>Geometry - Position and Direction</b></p> <ul data-bbox="328 2049 1465 2110" style="list-style-type: none"><li>•identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li></ul>

<p><b>SCIENCE</b></p> 	<p>We will be learning about Earth and Space for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Earth and Space we will be learning about:</p> <ul style="list-style-type: none"> <li>•Movement of earth, moon and other planets</li> <li>•Night and Day</li> <li>•Describing the sun, earth and the moon as spherical bodies</li> </ul> <p>The principal focus of Science teaching in upper Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing, developing ideas about everyday phenomena and the relationships between living things and familiar environments. They will begin to develop their ideas about functions, relationships and interactions.</p>
<p><b>TOPIC WORK (Geography)</b></p> 	<p>Year 5 Ordnance Survey (OS) map skills and fieldwork Pupils will be taught:</p> <p><b>Locational knowledge</b> identify the position and significance of <b>latitude, longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, <b>four and six-figure grid references</b>, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><b>PSHE</b></p> 	<p><b>Economic Wellbeing</b> Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace. Pupils will be able to prioritise needs over wants, manage a weekly budget, understand the responsibilities and consequences of borrowing and loaning, recognise the risks and considerations associated with spending money online, explain why workplace stereotyping needs to be challenged and describe how interests and skills align with future careers.</p>
<p><b>Design and Technology</b></p> 	<p><b>Digital World – Monitoring devices</b></p> <p>Apply Computing knowledge and understanding to program a Micro: bit animal monitoring device. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools to combine multiple objects. Pupils will be able to design monitoring devices, research key information and develop a list of design criteria, write a program, identify bugs and debug them, built a variety of brick models to invent Microbit case, and recall and describe the name and use of key tools used in Tinkercad (CAD) software.</p>
<p><b>COMPUTING</b></p> 	<p><b>Selection in Quizzes</b></p> <p>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>

<p><b>Philosophy Religion and Ethics Education</b> <b><u>Focus on – The Mahabharata and leadership.</u></b></p> <p>Pupils will learn the basic structure of the Mahabharata, through drama, multimedia, story-telling, story reading, research and the arts (including performance and dance).</p> <p>Part 1: will teach pupils about leadership, with an examination of the main characters in the story. Pupils will learn about other great leaders in human history. They will know and understand what makes a good leader and what makes an outstanding one; through a character study. Pupils will learn about the three gunas and apply this to their own lives and the lives of the characters in the story.</p>	<p><b>PERFORMING ARTS</b></p> <p><b><u>Music (Harrow music)</u></b> <b><u>African Drumming</u></b></p> <p>Layering rhythms Improvising Singing and playing simultaneously Inclusion of recorder and ukulele</p>
<p><b>HEALTH &amp; WELLBEING</b></p> <p><b><u>Physical Education</u></b></p> <p>Badminton</p> <p>The focus of the learning is to develop our understanding of how we can win a game of badminton.</p> <p>The focus of learning is to introduce the forehand shot and pupils will understand when and where to play the forehand shot.</p> <p>The focus of learning is to introduce the backhand shot and pupils will understand when and where to play the backhand shot.</p> <p><a href="#">Moral – Integrity in making honest decisions and accurate judgements (Intellectual)</a></p> <p><b>Meditation</b> Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><b>Yoga</b> Bhujangasana, salabhasana and dhanurasana preparation and practise. Use of suryanamaskar as a warm up. Pranayama: Nadi shudi and kapalbhaati Niyama: saucha, santosh, tapas, swadhyaya, ishwarprani dhan.</p>	<p><b>SANSKRIT</b></p> <p>Prayer: Kasturi Tilakam - singing and understanding meaning.</p> <p>Speaking, reading and writing in Sanskrit. Classroom Expressions: listening, speaking, reading and writing in literation and Sanskrit.</p> <p>Animals in Sanskrit.</p> <p><b>SPANISH</b></p> <p><b><u>Body parts</u></b> To name body parts To make the plural –s/-es and identify genders when needed to use coherent article. To describe bodies from different monsters (amount and colours)</p>
	<p><b>Trips and other Events</b></p> <p><b>Year 5 Swimming every Monday</b> <b>Geobus workshop TBC</b></p>

**Thank you for your continued support,  
Mrs Pant and Mrs Harrison**