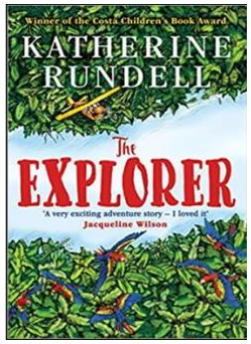
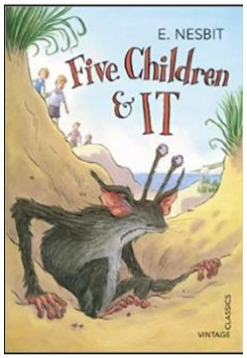
KRISHNA AVANTI
Excellence · Virtue · Devotion

**Year 5: Summer Term Curriculum Information for Parents 2024**

<table>
<tr><th>Subject Area</th><th colspan="2">Curriculum Information</th></tr>
<tr><td rowspan="2">English</td><td colspan="2"><u>Reading</u><br><u>The Explorer</u><br>  <br><br>• Focus on the core text for prediction, retrieval and exploring characteristics of an explorer.<br>• Focus on news articles for retrieval.<br>• Focus on contrasting text types for inference, including the core text, an advert and a narrative extract.<br>• Focus on an instructional text.<br>• Focus on the core text, identifying themes.<br>• Focus on the effect of words.<br>• Focus on summarising the core text and debate.<br>• Focus on summarising aspects of the core text.<br>• Focus on the structure and sequencing of an instructional text. Focus on the retrieval of facts from a news report.<br>• Focus on the core text for prediction.<br>• Focus on the effect of words used by the author and infer the authorial intent<br><br><u>Five Children and It</u><br>  <br><br>• Focus on comparing settings within the core text.<br>• Focus on the retrieval of specific vocabulary.<br>• Focus on the relationship between characters.<br>• Focus on summarising a character.<br>• Focus on characters' actions and how feelings can be inferred.<br>• Consider character development and authorial intent.<br>• Focus on summarising the core text.<br>• Focus on retrieval of facts and sequencing.<br>• Focus on a personal response to an issue within the text.<br>• Focus on using evidence to support a statement.<br>• Focus on the use of vocabulary and dialogue to develop characters.<br>• Focus on the analysis of themes within texts.<br>• Focus on comparing vocabulary.<br>• Focus on identifying facts and opinions.<br>• Focus on a theme within the text</td></tr>
<tr><td colspan="2"><u>Writing</u><br>• Poems that use Word Play<br>• Biographies<br>• Dialogue in narrative (first person myths and legends)<br>• Playscripts<br>• Poems which explore form</td></tr>
<tr><td>Maths</td><td><u>Summer 1</u><br><br><u>Geometry: Properties of Shapes.</u><br><br>• Identify, compare and order angles.<br>• Measure angles in degrees with a protractor.<br>• Drawing lines and angles accurately.<br>• Calculating angles on a straight line.<br>• Calculating angles around a point.<br>• Calculating lengths and angles in shapes.</td><td><u>Summer 2</u><br><br><u>Negative Numbers</u><br><br>• Understand negative numbers.<br>• Count through zero in 1s.<br>• Count through zero in multiples.<br>• Compare and order negative numbers.<br>• Find the difference.</td></tr>
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| | • Identify regular and irregular polygons.<br>• Reasoning about 3-D shapes.<br><br><u>Position and Direction</u><br><br>• Identify 3-D shapes from 2-D representations.<br>• Draw given angles and measure them in degrees.<br>• Use the properties of rectangles to deduce related facts and find missing lengths and angles.<br>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.<br>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.<br>• Identify angles at a point and on a straight line.<br>• Identify, describe and represent the position of a shape following a reflection or translation.<br><br><u>Number: Decimals and Percentages</u><br><br>• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.<br>• Read and write decimal numbers as fractions.<br>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.<br>• Write percentages as a fraction with denominator 100 as a decimal fraction.<br>• Solve problems involving numbers up to three decimal places and those with percentage and decimal equivalence. | <u>Measurement: Converting Units</u><br><br>• Comparing and estimating volume.<br>• Estimating capacity.<br><br><u>Volume</u><br><br>• Convert between different units of metric measure (Kilograms and kilometres, Milligrams and millilitres).<br>• Solve problems involving converting between units of time.<br>• Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.<br>• Estimate volume (e.g using 1 cm blocks to build cubes and cuboids) and capacity (e.g. using water).<br>• Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. |
| **Science** | **<u>Living things and their habitats</u>**<br>• Life cycle differences – what's the difference between an insect and an amphibian?<br>• What is similar and what is different between the life cycles of a mammal, an insect, an amphibian and a bird?<br>• The science of life - how do living things reproduce?<br>• Plants: what's the life process of reproduction? | **<u>Forces</u>**<br>• How do levers help us?<br>• How do pulleys and gears help us? |

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| **PRE**<br><br>**(Philosophy, Religion and Ethics)** | **Summer 1**<br>**The Mahabharat**<br><br>Part 1: To learn about leadership, with an examination of the main characters in the story. To know and understand what makes a bad leader, a good leader and an outstanding one through character study.<br><br>Children will begin to understand some key themes from this epic text as well as learn different stories within the text. They will begin to make references to what we can apply to our lives today from the lessons given in the Mahabharata. | **Summer 2**<br>**The Mahabharat**<br>Part 2: To understand the context of the Bhagavad Gita and Arjuna's dilemma. To explore his dilemma, relating to more contemporary issues and situations in school and the wider world.<br><br>By the end of the unit pupils should have a good understanding of the story, the characters, the dilemmas, the choices and the impact of those choices on outcomes for each character. |
| **History** | **Maya Civilisation and compare to the Anglo Saxons**<br>• What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza<br>• What did the Maya invent?<br>• What happened to the Maya city-states?<br>• What do I remember about Britain and the Anglo-Saxons?<br>• Compare location, settlement, people, culture and invention between Anglo Saxons and Maya c. AD 900 | |
| **Geography** | **OS Maps and Fieldwork**<br>• What are four and six figure grid references?<br>• What are contour lines?<br>• What does the land look in my local area?<br>• Local Area fieldwork | |
| **Computing** | **Programming: Selection in Physical Computing**<br>• Connecting Crumbles<br>• Combining output components<br>• Controlling with conditions<br>• Starting with selection<br>• Drawing designs<br>• Writing and testing algorithms | **Programming: Selection in Quizzes**<br>• Exploring conditions<br>• Selecting outcomes<br>• Asking questions<br>• Designing a quiz<br>• Testing a quiz<br>• Evaluating a quiz |

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<tr><td>Art</td><td colspan="2"><u>3D Models</u><br>In this block, pupils will develop visual spatial skills as they look at the shape and form of 3D objects. They will use papier-mâché as well as develop skills to manipulate clay.<br><u>Children will know:</u><br>• An armature can be used to create a piece of 3D art.<br>• Clay can be joined by a score and slip method<br><u>Children will be able to:</u><br>• Use armatures to produce 3D forms.<br>• Join two or more pieces of clay<br>  </td></tr>
<tr><td>Design and Technology</td><td colspan="2"><u>Mechanisms</u><br>In this block, pupils will investigate how pulleys and gears work. They will design and make their own pulleys and gears products, selecting and using a variety of modelling materials to create final outcomes.<br><u>Children will know:</u><br>• Types of gears and terminology relating to gears.<br>• Common uses of pulleys and gears.<br>• How pulleys and gears can change the direction of movement<br><u>Children will be able to:</u><br>• Design and make products that use pulleys and gears to lift load.<br>• Evaluate the success of their outcomes and recommend improvements.<br>   </td></tr>
<tr><td>PSHE</td><td><u>Summer 1: Relationships:</u><br>• Recognising Me.<br>• Safety and Online Communities.<br>• Being in an Online Community.<br>• Online Gaming.<br>• My Relationship with Technology: Screen Time.<br>• Relationships and Technology.</td><td><u>Summer 2: Changing Me:</u><br>• Self-image.<br>• Puberty for girls.<br>• Puberty for boys.<br>• Looking ahed.<br>• Transition to Year 6.</td></tr>
<tr><td>PE<br><br>(Physical Education)</td><td><u>Counter Balance & Counter Tension</u><br>• Introduction to counter balance<br>• Application of counter balance learning onto apparatus<br>• Sequence formation<br>• Counter tension<br>• Sequence completion<br>• Performance</td><td><u>Athletics</u><br>• Sprinting: Finishing a Race<br>• Consolidate sprinting: Evaluating our performance<br>• Sprinting: My personal best<br>• Consolidate running in a team: Relay changeovers<br>• Throwing for Distance: Shot put<br>• Hurdles</td></tr>
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| **French** | **<u>Summer 1: My Home</u>**<br>• Say whether they live in a house or an apartment and say where it is.<br>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.<br>• Tell somebody in French what rooms they have or do not have in their home.<br>• Ask somebody else in French what rooms they have or do not have in their home.<br>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). | **<u>Summer 2: Clothes</u>**<br>• Repeat and recognise the vocabulary for a variety of clothes in French.<br>• Use the appropriate genders and articles for these clothes.<br>• Use the verb PORTER in French with increasing confidence.<br>• Say what they wear in different weather/situations.<br>• Describe clothes in terms of their colour and apply adjectival agreement.<br>• Use the possessives with increased accuracy. |
| **Sanskrit** | • Introducing Halantas in middle of words<br>• Express likes and dislikes<br>• Reading practice and and forming longer sentences.<br>• Construct simple sentences in first person. | |
| **Music** | <u>Summer: African Drumming</u><br>• Layering rhythms<br>• Improvising<br>• Singing and playing simultaneous | |
| **Yoga** | • Practise asanas in team and individual works.<br>• Experience the meanings of prayers of Narsimha Kavaca and Jagannathastakam.<br>• Perform meditation, asanas and pranayama related to the pastimes in Vrindavan and Kurukshetra.<br>• Revise asanas and pranayama taught in Autumn and Spring.<br>• Teach chakra chanting, assist in performing asanas and pranayama.<br>• Participate in the campaign of performing Chandra Namaskar, linked to the teachings of Bhagavad Gita, Srimad Bhagavatam and Chaitanya Caritamrta. | |

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| **Enrichment Opportunities** | • Pupil Leadership Day<br>• Arts Week<br>• Music Concert<br>• Rathyatra<br>• Healthy Eating and Lifestyle Workshops<br>• Sports Day |