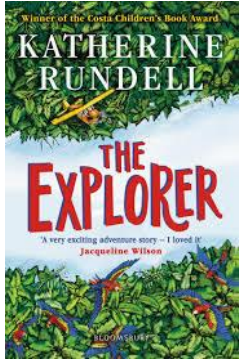
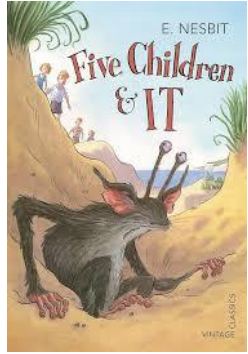

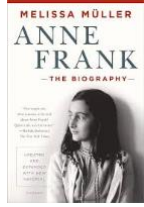
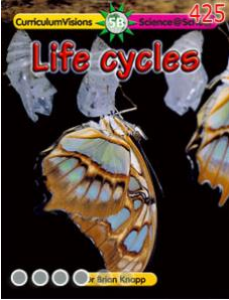














**Year 5: Summer Term Curriculum Information for Parents 2024-25**

Subject Area	Curriculum Information			
<p style="text-align: center;"><b>English</b></p>	<p><b><u>Reading</u></b> <b><u>The Explorer</u></b></p> <ul style="list-style-type: none"> <li>Focus on the core text for predicting and a personal response</li> <li>Focus on some biographies, a commentary and an extract from the original play for retrieval</li> <li>Focus on the core text for summarising and understanding themes</li> <li>Focus on a narrative, a report and a poem for inference</li> </ul>		<p><b><u>Five Children and It</u></b></p> <ul style="list-style-type: none"> <li>Focus on a classic narrative, a report and a discussion for retrieval</li> <li>Focus on the core text for predicting and a personal response</li> <li>Focus on an extended narrative and a poem for inference</li> <li>Focus on the core text for comparing and understanding themes</li> <li>Focus on the core text for summarising and a personal response</li> </ul> <p>Focus on a diary extract, an advertisement and a narrative for inference</p>	
	<p><b><u>Writing</u></b> Formal letters of application Dialogue in narrative Balanced argument Biography Poems which explore form</p>			
<p style="text-align: center;"><b>Maths</b></p>	<p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>Understand and use degree</li> <li>Classify angles</li> <li>Estimate angles</li> <li>Measure angles up to 180°</li> <li>Draw lines and angles accurately</li> <li>Calculate angles around a point</li> <li>Calculate angles on a straight line</li> <li>Step 8 Lengths and angles in shapes</li> <li>Step 9 Regular and irregular polygons</li> <li>Step 10 3-D shapes</li> </ul> <p><b><u>Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>Read and plot coordinates</li> <li>Problem solving with coordinates</li> <li>Translation/Translation with coordinates</li> <li>Lines of symmetry</li> <li>Reflection in horizontal and vertical lines</li> </ul>	<p><b><u>Decimals</u></b></p> <ul style="list-style-type: none"> <li>Use known facts to add and subtract decimals within 1</li> <li>Complements to 1</li> <li>Add and subtract decimals across 1</li> <li>Add and Subtract decimals with the same number of decimal places</li> <li>Add decimals with different numbers of decimal places</li> <li>Subtract decimals with different numbers of decimal places</li> <li>Efficient strategies for adding and subtracting decimals</li> <li>Decimal sequences</li> <li>Multiply by 10, 100 and 1,000</li> <li>Divide by 10, 100 and 1,000</li> <li>Multiply and divide decimals – missing values</li> </ul>	<p><b><u>Negative Numbers</u></b></p> <ul style="list-style-type: none"> <li>Understand negative numbers</li> <li>Count through zero in 1s</li> <li>Count through zero in multiples</li> <li>Compare and order negative numbers</li> <li>Find the difference</li> </ul>	<p><b><u>Converting Units</u></b></p> <ul style="list-style-type: none"> <li>Kilograms and kilometres</li> <li>Millimetres and millilitres</li> <li>Convert units of length</li> <li>Convert between metric and imperial units</li> <li>Convert units of time</li> <li>Calculate with timetable</li> </ul> <p><b><u>Volume</u></b></p> <ul style="list-style-type: none"> <li>Cubic centimetres</li> <li>Compare volume</li> <li>Estimate volume</li> <li>Estimate capacity</li> </ul>

<p><b>Science</b></p>	<p><b><u>Living Things and their Habitats</u></b>          In this unit, children will:</p> <ul style="list-style-type: none"> <li>Describe the differences in the of a mammal, an amphibian, an a bird</li> <li>Describe the life process of reproduction in some plants and</li> </ul>  <p>life cycles insect and animals</p>	<p><b>Forces</b>          In this unit, children will:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul> 
<p><b>PRE</b>  <b>(Philosophy, Religion and Ethics)</b></p>	<p>Children will deepen their understandings of the Christian and Vaishnava philosophies. They will develop an informed understanding of a society based upon Varnashrama Dharma (and how it aims to lead society to God consciousness) and debate the positive and negative impact of this social structure in the past and present. Children will learn the importance of the association they keep. They will also explore and apply the concept of Sanga and how this relates to spiritual practice.</p>	
<p><b>History</b></p>	<p><b><u>Maya Civilisation and compare to the Anglo-Saxons</u></b>          In this unit, children will understand:</p> <ul style="list-style-type: none"> <li>Where did the Maya live?</li> <li>What were the significant events in the Maya's history?</li> <li>What were Maya city-states like?</li> <li>What did the Maya invent?</li> <li>History: what happened to the Maya city-states?</li> <li>Remember Britain and the Anglo-Saxons</li> <li>Compare / contrast the lives of the Maya and Anglo-Saxons in c. AD 900</li> </ul>	
<p><b>Geography</b></p>	<p><b><u>Ordnance Survey (OS) map skills and fieldwork</u></b>          In this unit, children will:</p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to know and explain more about location and a place.</li> <li>Use 4 and 6 figure grid references with precision and accuracy.</li> <li>Use a compass and map with increasing accuracy to navigate courses.</li> </ul>	<p><b><u>Revisit locations and biomes – Including biomes and environmental regions</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<p><b>Computing</b></p>	<p><b><u>Programming</u></b>          In this unit, children will:</p> <ul style="list-style-type: none"> <li>Explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>Design a physical project that includes selection</li> <li>Create a program that controls a physical computing project</li> </ul>	<p><b><u>Creating Media – Video Production</u></b>          In this unit, children will:</p> <ul style="list-style-type: none"> <li>Explain what makes a video effective</li> <li>Identify digital devices that can record video</li> <li>Capture video using a range of techniques/ Create a storyboard</li> <li>Identify that video can be improved through reshooting and editing</li> <li>Consider the impact of the choices made when making and sharing a video</li> </ul>

<b>Art</b>	 <p><b><u>Painting and mixed media: Portraits</u></b> In this unit, children will:</p> <ul style="list-style-type: none"> <li>• Outline a portrait drawing with words, varying the size, shape and placement of words to create interest</li> <li>• Try a variety of materials and compositions for the backgrounds of their drawings</li> <li>• Communicate to their partner what kind of photo portrait they want</li> <li>• Show that they are making decisions about the position of a drawing on their background, trying multiple ideas</li> <li>• Create a successful print</li> </ul>	
<b>Design and Technology</b>	 <p><b><u>Developing a recipe</u></b> In this unit, children will:</p> <ul style="list-style-type: none"> <li>• Describe the process of food production</li> <li>• Research a traditional recipe and make changes to it</li> <li>• Add nutritional value to a recipe by selecting ingredients</li> <li>• Prepare and cook a meal</li> </ul>	
<b>PSHE</b>	<p><b><u>Forest School</u></b> Some of the skills the children will be learning about are:</p> <ul style="list-style-type: none"> <li>• Tree identification</li> <li>• Weaving skills</li> <li>• Different knots</li> <li>• Introduction of tools and practising tool skills</li> <li>• Shelter Building</li> <li>• Clay work</li> <li>• Teamwork and Appreciation for Nature</li> </ul> 	<p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Self-image and body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception</li> <li>• Looking ahead</li> </ul> 

<p><b>PE</b> <b>(Physical Education)</b></p>	<p><b><u>Throwing and Jumping</u></b></p> <ul style="list-style-type: none"> <li>Children will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</li> <li>Children will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</li> <li>Children will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</li> <li>Children will strive to improve their own technique, ensuring they always apply maximum effort.</li> </ul> 	<p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.</li> <li>Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.</li> <li>Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.</li> <li>By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</li> </ul> 
<p><b>Yoga</b></p>	<p><b><u>Summer 1: Throat chakra</u></b></p> <ul style="list-style-type: none"> <li>Practise various asanas linking to Vishuddha chakra to improve communication.</li> <li>Parents are encouraged to participate in the campaign of performing 5 cycles of basic Chandra Namaskar with their children daily.</li> <li>Incorporate variation Ardha Pincha Mayurasana and Ardha Chandrasana into Chandra Namaskar flow to build flexibility, strength, fitness which makes it a useful practice for runners.</li> <li>Practise 2 minutes of Nadi Shodhana (L2) daily to provide a balance between the brain's rational and intuitive sides.</li> <li>Sing the 7 mantras of the chakra systems especially 'HAM' during our sound meditations to promote harmony in our communications.</li> <li>Practise and remember the names of Ganesh, Bhu, Apan hand mudras to assist in mindful breathing, deep sleeping and balancing sugar levels.</li> </ul>	<p><b><u>Summer 2: 3rd eye &amp; Crown Chakras</u></b></p> <ul style="list-style-type: none"> <li>Practise various asanas in standing, sitting, prone and supine to balance the last two main chakras that are related to intuition, self awareness and divine qualities.</li> <li>Practise variations of Utthita Padangusthasana and Natarajasana into Chandra Namaskar flow to assist in detoxifying and refreshing both bodies and minds.</li> <li>Teach Sheetalī (L4) cooling breath pranayama with breath control, remembering the benefits and its precaution.</li> <li>Sing and lead the 7 mantras of the chakra systems to activate and balance the main energy wheels of physical and well- beings.</li> <li>Practise variations of Rajakapotasana Eka Pada to improve the functioning of the internal organs like the stomach, liver, bladder, spleen, kidney, heart, and lungs.</li> <li>Practise variations of Halasana to maintain balance by engaging their core muscles.</li> </ul>
<p><b>French</b></p>	<p><b><u>Clothes</u></b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>Use the appropriate genders and articles for these clothes. Use the verb PORTER in French with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy.</li> </ul>	<p><b><u>School Subjects</u></b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school.</li> <li>Say why they like/ dislike certain school subjects.</li> <li>Tell the time (on the hour) in French.</li> <li>Say what time they study certain subjects at school.</li> </ul>

<p><b>Music</b></p>	<p><b><u>African Drumming</u></b></p> <ul style="list-style-type: none"> <li>• Layering rhythms</li> <li>• Improvising</li> <li>• Singing and playing simultaneously</li> <li>• Inclusion of recorder and ukelele</li> </ul>		
<p><b>Enrichment Opportunities</b></p>	 <ul style="list-style-type: none"> <li>• Trip to Welsh Harp</li> <li>• Maths Week</li> <li>• Art Week</li> <li>• Rath Yatra</li> </ul>		