

## Geography

### Pupils will be learning:

- Where are rainforests located and their main features?
- Why are rainforests often in the news and what can we do to help?
- What can you find out about an endangered animal that lives in the rainforest?
- How important is the Amazon to the South American rainforests?
- How would you survive in the rainforest?



## Art

### Observational Drawing

### Pupils will be learning:

- To understand and recognise the work of Georgia O'Keeffe.
- Record from first-hand observation, experience and imagination, and explore ideas.



## Year 5

### Summer 1 Curriculum Map

### Big Learning Question (Theme):

**Why should the rainforest be important to us all?**

by Lynne Cherry

### Links to Our School Values & The British Values?

**Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**

### Save The Date



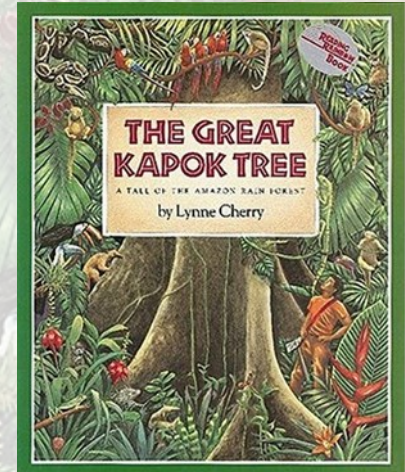
Art days 3rd May and 17th May



Pupils will have an art exhibition of their work on Friday 24th May.

## English

### Learning will be based on our Main Text:



Linked to our big learning question/theme.

### Writing outcomes:

- Narrative—Writing in role
- Poetry
- Explanation

### Reading:

Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot.

### Spellings and Times Tables test day:

Every Friday

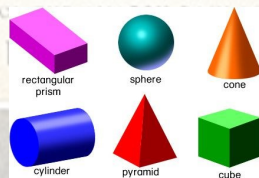
## Maths

### Geometry and Measurement

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
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- Draw given angles, and measure them in degrees (°).
- Identify: angles at a point and one whole turn (total 360);
- Identify: angles at a point on a straight line and 1/2 a turn (total 180);
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>).
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 5 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.



## Science

### Do all animals and plants start life as eggs?

Pupils will be learning to:

- Describe the life process of reproduction in some plants and animals.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

#### Working Scientifically

- Record data and results of increasing complexity using scientific diagrams and labels.
- Identify scientific evidence that supports or refutes ideas or arguments.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

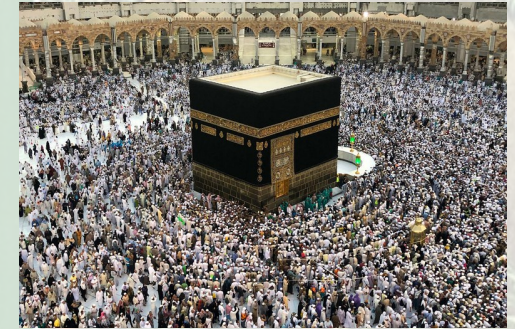


## Religious Education

### Pilgrimage

Pupils will be learning to:

- understand that people make special journeys to places of significance.
- understand why Muslims make a special journey to a place of religious significance.
- understand some of the feelings experienced by Muslims going on the Hajj.
- think about their own feelings in relation to journeys to special places.



## Computing

### Digital Literacy: Chat rooms

Pupils will be learning to:

- Understand that chat rooms are used to communicate online over distances
- Understand the different ways chat rooms may be set up and used for different purposes
- Understand the e-safety issues arising from use of chat rooms

## PSHE

### Relationships



#### Overarching aims of this terms theme:

**Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)

**Relationships** (including different types and in different settings)

**Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)

**Diversity and equality** (in all its forms)

**Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)

**Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

#### During their lessons, pupils will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to recognise and manage emotions within a range of relationships
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.



## French

### Our School



#### By the end of this unit:

##### All children should be able to:

- listen and respond to topic vocabulary;
- demonstrate understanding with actions;
- write sentences converting le/la to un/une;
- answer questions using the topic vocabulary.

##### Most children will be able to:

- ask and answer questions using the topic vocabulary;
- from memory, begin to know if nouns from the topic are masculine or feminine.

##### Some children will be able to:

- use a dictionary/the internet to develop topic vocabulary further;
- write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'.

## Home Learning

**Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.**

**Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.**



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

by Lynne Cherry

by Lynne C



## PE

### Swimming

#### Outdoor Adventurous Activities

##### Pupils will learn in outdoor adventure to:

- take part in outdoor and adventurous activity challenges both individually and within a team.
- To work together in small groups, developing problem-solving skills.
- Describe how the body reacts at different times and how this affects performance.
- Navigate around a space with growing confidence.
- Read maps with increasing accuracy and confidence.
- To create symbols that are effective for map-reading.

##### Pupils will learn in swimming to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Perform safe self-rescue in different water-based situations.

##### PE days:

Indoor: Thursday afternoon

Outdoor Swimming: Wednesday afternoon



## Music

### 'The Pentatonic Scale'

##### Pupils will:

- Learn about the pentatonic (5 note) scale and how it is used in music.
- Use tuned percussion instruments, primarily the Glockenspiel, to play a number of well-known simple pentatonic melodies.
- Compose their own short melodies using the pentatonic scale and notate these onto paper.
- Discuss and use a drone as an accompaniment to their pentatonic compositions.

