

RSHE/RSE

I know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.

I can identify the relationships that I am in.

I can recognise healthy and unhealthy relationships, and how these can make me feel.

I recognise the skills to respond to an unhealthy relationship.

Geography—Rainforests

I can use an atlas to identify the position of the Equator, Tropics of Cancer and Capricorn, the Northern and Southern Hemisphere and the Arctic and Antarctic Circle on a world map.

I can Use an atlas to locate the rainforests of the world. I can describe link between equator and rainforest.

I can use longitude and latitude and identify rainforests across the world.

To be able to describe the features of the layers of the rainforest.

To know that each layer of the rainforest is a habitat for a variety of species.

I can use fieldwork to observe differences between a forest in the local area and rainforests.

PE/Games

The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills.

Tennis

Athletics

Swimming

English

TEXT TYPE: A Meeting Tale

BASE TEXT: This Morning I Met a Whale by Michael Morpurgo
MODEL TEXT: 2: A shortened version of This Morning I Met a Whale.

Outcome 1

To write an exciting adventure story based on a meeting tale plot .

Innovation:

Children will recycle the plot to write a meeting tale.

Independent Application:

Children will write their own meeting tale with a message.

Year 5 – Summer 1

Subjects and skills

Maths

We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: multiply fractions, angles, 2D and 3D shape, time and time tables.

Music — Fresh Prince of Bel Air

I can listen to a range of music from different traditions, composers and musicians, discuss differences and how music may have changed over time.

I can describe, compare and evaluate different types of music beginning to use musical words.

I can sing in unison with clear diction, controlled pitch and sense of phrase.

Science—Working Scientifically

I can plan different types of scientific enquiry.

I can control variables in an enquiry.

I can measure accurately and precisely using a range of equipment.

I can record data and results using tables.

I can explain a conclusion from an enquiry.

I can relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.

Science — Life Cycles

I can identify and explain the different types of asexual plant reproduction.

I can take accurate measurements and present my data in a line graph.

I can describe the life cycle of an amphibian.

I can describe the life cycle of an insect.

I can research the main stages in a bird's lifecycle and present my findings.

I can compare plant, amphibian, insect and bird lifecycles.

I can observe change over time and record what I see using diagrams, labels and explanations.

Art and Design—Henri Rousseau

I can create a first-hand drawing of a landscape in an impressionist style.

I can ask questions about a piece of artwork.

I can draw in the style of Henri Rousseau.

I can understand fore, back and middle ground of a picture.

I can add collage to a printed or painted background.

I can evaluate my artwork.

RE—Buddhism

I can explain what it means to be a Buddhist and that celebrate Wesak.

I can explore how Wesak I celebrated in Thailand and Indonesia.

I can explore how some Buddhists celebrate Wesak by meditating.

I can explore how Wesak is celebrated in China.

I can explore how Wesak is celebrated around the World.

I understand the importance of the lotus flower to Buddhists.