

PATHS/RSHE	Key Skills
RSE Relationship and Sex Education	<p>I understand how puberty may affect my emotions.</p> <p>I know how the male body can be affected by puberty.</p> <p>I know how the female body can be affected by puberty.</p> <p>I can recognise healthy and unhealthy relationships, and how these can make me feel.</p> <p>I know the terms associated with gender identity and sexual orientation.</p> <p>I understand that people can be upset by different things.</p>

Geography	Key Skills
Rainforests	<p>I can use a 4/6 figure grid reference</p> <p>I can use fieldwork to observe differences between a forest in the local area and rainforest.</p> <p>I know what a vegetation belt is and am able to identify plants which fit different vegetation belts</p> <p>I know how land in the rainforest is used for economic gain and how this can have a positive or negative consequence and predict what may happen if deforestation is not stopped. I know how resources are distributed</p> <p>I can make a sustained and informed judgment about deforestation and justify my viewpoint with evidence.</p>

Computing	Key Skills
Online Safety Selection in Physical Computing	<p>I can identify personal information that is shared online.</p> <p>I understand how quickly personal information and photographs can be shared online.</p> <p>I know I have a responsibility not to share my own or other people's photographs online.</p> <p>I can write a program that includes count-controlled loops.</p> <p>I can explain that a loop can stop when a condition is met .</p> <p>I can conclude that a loop can be used to repeatedly check whether a condition has been met.</p> <p>I can design a physical project that includes selection.</p> <p>I can create a controllable system that includes selection.</p>

French	Key Skills
French	<p>I can say what food I would like to eat/buy.</p> <p>I can ask and answer how much something costs.</p> <p>I can confidently recall numbers up to 40 in French</p> <p>I can talk about party activities.</p> <p>I can give my opinion about something in French.</p> <p>I can practice and perform a short role play in French.</p>

English
<p>TEXT TYPE: PERSUASION & INFORMATION TEXT</p> <p>BASE TEXT: This morning I Met a Whale by Michael Morpurgo</p> <p>Outcome 1 To write a persuasive speech</p> <p>Innovated write: Children will write a persuasive speech titled Save the Whale</p> <p>Independent write: Children will write a persuasive speech to deliver to the HT and governors to persuade them to become an eco-friendly school by Reducing, Reusing and Recycling.</p> <p>Outcome 2 To write an interesting and informative non-chronological report.</p> <p>Innovated write: Children will write their own non-chronological report about Blue Whales.</p> <p>Independent write: Children will plan and write an information report about an endangered animal of their choosing.</p>

Year 5 - Summer Term 1

'Rainforests'

Subjects and skills

Maths
We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: Conversions of measures, Roman numerals, time, problem solving, multiplication and division, fractions.

Music	Key Skills
Carnival of The Animals	<p>I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p> <p>I can begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>I can create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>I can play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>I can comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>

Science	Key Skills
Working Scientifically	<p>I can:</p> <p>plan different types of scientific enquiry.,</p> <p>control variables in an enquiry,</p> <p>measure accurately and precisely using a range of equipment,</p> <p>record data and results using tables,</p> <p>use the outcome of test results to make predictions and set up a further comparative test,</p> <p>explain a conclusion from an enquiry,</p> <p>relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.</p>
Animals Including Humans	<p>I can create a timeline to indicate stages of growth in humans.</p> <p>I can draw a line graph to plot baby growth.</p> <p>I can describe and explain the main changes that occur during puberty.</p> <p>I can identify and describe the changes that take place in old age and present my knowledge on a poster.</p> <p>I can draw a bar chart to show and compare gestation periods of vertebrates.</p> <p>I can draw and plot a scatter graph and look for correlations in the data.</p>

PE/Games	Key Skills
	<p>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. .</p> <p>Sports covered this half term are:</p> <p>Rounders</p> <p>Athletics</p>

DT	Key Skills
Moving Toys	<p>I understand how cams turn rotary into linear motion.</p> <p>I can plan a step by step guide.</p> <p>I can accurately measure, mark out and shape materials.</p> <p>I can accurately assemble and combine materials.</p> <p>I can use a hand drill to drill tight and loose fit holes.</p> <p>I can cut wood and dowel accurately.</p> <p>I can evaluate ideas against my original design.</p>