

| PATHS/RSHE                | Key Skills   |
|---------------------------|--|
| <b>Goals and Identity</b> | <p>I can:</p> <ul style="list-style-type: none"> <li>understand what gossip is and how it can affect friendship,.</li> <li>understand how it feels to be rejected or excluded.</li> <li>understand the concepts of stereotypes and discrimination,</li> <li>explain who Dr Martin Luther King was and why he is an important figure,</li> <li>care for others and be socially responsible,</li> <li>explain what authority means and give examples of figures of authority.</li> </ul> |

| History  | Key Skills   |
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| <b>Non-European Society—Mayan Civilisation</b> | <p>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.</p> <p>I can use an atlas to locate environmental regions and describe the interrelationships between the Equator, the Tropics and use Longitude and Latitude.</p> <p>I know what climate zones are and can describe the interrelationships between the Equator, the Tropics, climate zones and relate this to the position of the equator and rainforests.</p> <p>I can compare different biomes and describe and understand key aspects of the rainforest biomes.</p> <p>I can describe the features of the rainforest.</p> |

| Music                          | Key Skills   |
|--------------------------------|--|
| <b>Fresh Prince of Bel Air</b> | <p>I can listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>I can listen to a range of music from different traditions, composers and musicians, discuss differences and how music may have changed over time.</p> <p>I can describe, compare and evaluate different types of music beginning to use musical words.</p> <p>I can sing in unison with clear diction, controlled pitch and sense of phrase.</p> |

| Art and design       | Key Skills  |
|----------------------|---|
| <b>Impressionism</b> | <p>I can identify the foreground, middle ground and back ground of a picture.</p> <p>I can create an artists' palette from a picture using tints and shades of colour.</p> <p>I can explain how my artwork has been influenced by an impressionist.</p> |

| English  |
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| <p><b>TEXT TYPE: CHARACTERISATION</b></p> <p><b>BASE TEXT: Beowulf by Michael Morpurgo</b></p> <p><b>MODEL TEXT: Grendel</b></p> <p><b>Outcome 1</b></p> <p>To write an exciting adventure story based on a meeting tale plot and to write a newspaper article based on the story events.</p> <p><b>Innovated write:</b></p> <p>Children will recycle the plot to write a new meeting tale</p> <p><b>Independent write:</b></p> <p>Children will recast the story as a newspaper article.</p> <p><b>Outcome 2</b></p> <p>To write a persuasive speech</p> <p><b>Innovated write:</b></p> <p>Children will write a persuasive speech titled Save the Whale</p> <p><b>Independent write:</b></p> <p>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> |

**Year 5 – Summer Term 1**

**‘Rainforests’**

**Subjects and skills**

| Maths  |
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| <p>We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: Geometry—angles, symmetry, position and direction, multiplying fractions, the four operations and problem solving.</p> |

| French        | Key Skills   |
|---------------|--|
| <b>French</b> | <p>I can identify key towns/cities of France.</p> <p>I can ask someone where they are going.</p> <p>I can say where I am going.</p> <p>I can give and understand directions in French.</p> <p>I can ask about the weather.</p> <p>I can say what the weather is today.</p> |

| RE   | Key Skills  |
|--|---|
| <b>How do religious groups contribute to society across the world?</b> | <p>I can explain some of the varying ways in which religions and beliefs are practiced locally and nationally (Both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> |

| Science                                 | Key Skills   |
|---|--|
| <b>Working Scientifically</b>           | <p>I can:</p> <ul style="list-style-type: none"> <li>plan different types of scientific enquiry,.</li> <li>control variables in an enquiry,</li> <li>measure accurately and precisely using a range of equipment,</li> <li>record data and results using tables,</li> <li>use the outcome of test results to make predictions and set up a further comparative test,</li> <li>explain a conclusion from an enquiry,</li> <li>relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.</li> </ul> |
| <b>Living Things and Their Habitats</b> | <p>I can</p> <ul style="list-style-type: none"> <li>dissect a flower and identify and label the reproductive parts of a flowering plant,</li> <li>explain how seeds are produced through sexual reproduction via pollination.</li> <li>identify and explain the different types of asexual plant reproduction.</li> <li>take accurate measurements and present my data in a line graph.</li> <li>describe the life cycle of an amphibian.</li> <li>observe change over time and record what I see using diagrams, labels and explanations.</li> </ul>        |

| PE/Games | Key Skills   |
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|          | <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> <ul style="list-style-type: none"> <li>Rounders</li> <li>Athletics</li> <li>Matball</li> </ul> |

| Computing            | Key Skills   |
|----------------------|--|
| <b>Online Safety</b> | <p>I know how can photos be changed on the computer, and how can that affect our feelings about the way we look.</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> |