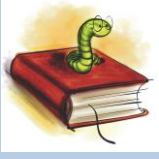













English	CURRICULUM INFORMATION Summer 2026 YEAR 5	Maths
 <p>Explanation: Lost Book of Adventure: Explore key features of explanation texts Explore different methods of explanation for the importance of a shelter and the building of rafts Plan and create a survival guide</p> <p>Persuasion: Advertising campaigns Explore advertising campaigns from a variety of media Create adverts: radio, print-based advert and for video.</p> <p>Poetry: Free Verse Cloud Busting by Malorie Blackman Free Verse will be written that have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Use a variety of cohesive devices to build cohesion within sentences & paragraphs • Use relative clauses • Use modal verbs • Use hyphens • Use brackets, dashes or commas for parenthesis • Bullet points • Colons • Inverted commas 	<p style="text-align: center;">RE</p>  <p>To The Ends of The Earth</p> <ul style="list-style-type: none"> • Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) • Pentecost (Acts 2:1-8, 14-18) • 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) • The Holy Spirit appears under different names and signs through Scripture. • Some examples of artistic symbolic representation of the Holy Spirit. • An example of a saint whose life was transformed <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • The many different writers of the Bible were inspired by the Holy Spirit. • The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. • The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. • That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature • That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator. • Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). 	 <p>Measure Area Volume and capacity Perimeter 3D Shape Reflection/translation Angles Multiplication/division strategies Scaling Imperial/metric conversion Fractions/decimals/ percentages problem solving Timetables Problem solving Polygons Rectangles Statistics Roman numerals</p> <p>TT Rock Stars</p>
<p>Class book: The Boy in the Tower (Part 2)</p>		
<p>Key texts: The Lost Book of Adventure A range of real-life age-appropriate adverts Cloud Busting by Malorie Blackman Birdsong by Katya Balen</p>		
Science	History	Music
 <p>Animals, including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age • Animal lifecycles • Classification of animals • Gestation periods 	 <p>What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> • To investigate who were the ancient Greeks and when they lived. • To investigate Greek gods and goddesses. • To understand how ancient Greece was governed. • To investigate whether the ancient Greeks gave democracy to the modern world. • To investigate how the ancient Greek philosophers influence us today. • To assess the legacy of the ancient Greeks. 	 <ul style="list-style-type: none"> • Perform and compose music inspired by Greek myths and legends. • Listen to a wide variety of music and analyse. • Improve understanding of musical notations. • Play percussion and tuned instruments to provide accompaniments. • Compose, improvise and perform music for a variety of activities. • Explore chords and dissonance using keyboards. • Improve ukulele skills, including chords and playing melodies. • Use body percussion and vocal sounds to create a sound picture.



Computing	Geography	PSHE - Jigsaw	
 <p>Databases:</p> <ul style="list-style-type: none"> Through the Purple Mash scheme of work, you will research databases and then create a class database. <p>3D Modelling:</p> <ul style="list-style-type: none"> Through the Purple Mash scheme of work, you will research a design program and then design a 3D model to fit a certain criteria. 	 <p>Focus: Would you like to live in the desert? To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats of desert environments. To explore the similarities and differences between two physical environments.</p>	<p>Jigsaw – Healthy Me</p> <p align="center">RSE</p> <p>God is calling you Under pressure Do you want a piece of cake? Self-talk Sharing isn't always caring Cyberbullying Types of abuse Impacted lifestyles Making good choices Giving assistance The Holy Family Catholic Social Teaching Reaching out</p>	
Creative - Art/DT	Spanish	PE	
 <p>Art – Craft and Design: Architecture</p> <ul style="list-style-type: none"> To develop & improve art & design techniques, including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design combining a wider range of media: e.g.: photography & digital art effects. To use sketch books to record observations and review and revisit ideas. Use a broad range of stimulus to draw from such as architecture, culture & photography as part of an exploratory journey. Research the approaches of different artists across a variety of disciplines to be able to describe how the cultural & historical context may have influenced their creative work. <p>D&T – Textiles: Stuffed toys.</p> <ul style="list-style-type: none"> To generate, develop, model and communicate ideas through discussion, annotated sketches and templates to create a 3D stuffed toy from a 2D design To measure, mark and cut fabric accurately and independently. To thread needles independently. To create strong and secure blanket stitches when joining fabric and use applique to attach pieces for decoration. To evaluate ideas and products against your own design criteria and consider the views of others to improve your work. 	 <p>At the cafe (En la cafeteria):</p> <ul style="list-style-type: none"> Through the Language Angels scheme of work, you will be able to a short role-play in a Spanish cafeteria and say and write what you are ordering to eat and/or drink. <p>My home (Mi casa):</p> <ul style="list-style-type: none"> Through the Language Angels scheme of work, you will be able to present both orally and in written form about where you live and which rooms you have and do not have in your homes in Spanish. 	<p align="center">Yoga/Dance (Ms Gunn)</p> <p>Yoga: To develop an awareness of what the body can do. To understand how to use breath control to hold poses, move within poses and transition from pose to pose. To develop flexibility, strength & balance with control.</p> <p>Dance: To understand how changing dynamics changes the appearance of performances. To understand & use relationships & space to change how a performance looks. To create & develop movements & actions keeping in time with music. To use structure to create a dance performance.</p>	<p align="center">Tennis/Rounders (CT)</p> <p>Cricket To develop bowling skills – overarm and underarm To develop batting technique To understand the scoring of runs</p> <p>Rounders: To develop fielding skills (throwing under and overarm, catching and retrieving a ball). To develop skills, strategies and tactics. To understand the roles of bowler, backstop, fielder and batter.</p>

Homework – Weekly Thursday to Tuesday – Spellings and Reading.