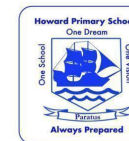


# Year 5, Summer Term 2023

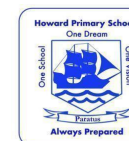


**Subjects which are taught every week:** Mathematics, English, Spanish, Science, RHE, Physical Education

## **Core Subjects**

|                |   |
|----------------|---|
| <b>English</b> | <p><b><u>Core texts:</u></b></p> <ul style="list-style-type: none"><li>● Love that Dog</li><li>● Journey to the River Sea</li></ul> <p><b><u>Class Read:</u></b></p> <ul style="list-style-type: none"><li>● The Children of Benin</li><li>● Wonder</li></ul>   |
| <b>Maths</b>   | <p><b><u>Timestable Focus:</u></b></p> <p>Summer 1: Squares<br/>Summer 2: Revision (“Golden 100”, “Leitner Box”)</p> <p>Summer areas of study:</p> <ul style="list-style-type: none"><li>● Adding &amp; Subtracting decimals and whole numbers,</li><li>● Measurements (m, km, mg, ml, kg, l, imperial, time),</li><li>● Geometry (perimeter, area, volume),</li><li>● Co-ordinate grids (translation, transformation),</li></ul> |
| <b>Science</b> | <p>Materials and Change of state<br/>Life-Cycles</p>  |

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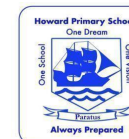


## Weekly Foundation Subjects

|                |   |
|----------------|---|
| <b>PE</b>      | Taught on Tuesdays and Thursdays (London Bridge)<br>Taught on Mondays and Tuesdays (Cannon Street)<br>Athletics, Health & Fitness (Coordination & Agility; Real PE) |
| <b>RHE</b>     | Summer areas of study: <ul style="list-style-type: none"> <li>• Relationships (Summer 1)</li> <li>• Changing Me (Summer 2)</li> </ul>                               |
| <b>Spanish</b> | Taught on Tuesdays by Mrs Grundey.<br>Summer areas of study: <ul style="list-style-type: none"> <li>• Home</li> <li>• Clothes</li> </ul>                            |
| <b>Music</b>   | Taught on Wednesdays by Mr Regan. Children will have the choice to learn either keyboard or guitar.   |

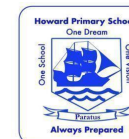
| Week                | Subject   | Topic Area      | Key Skills  | Key Vocabulary   | Concept Threads                                   |
|---------------------|-----------|-----------------|---|--|---|
| Week 1 - April 17th | Computing | We are bloggers | To demonstrate that I can act responsibly when using the internet.<br>To discuss the consequences of particular behaviours when using digital technology.<br>To know how to report concerns and inappropriate | audience, blog, blogroll, copyright, dashboard, hyperlinks, podcast, share, experience, opinion, fact, collaboration, communication, reliable, responsible, safety, SMART rules, | e-Safety, publishing, editing, digital footprint, |

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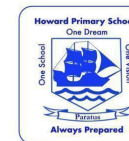
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|--|------------------------------|--------------------------------|---|---|--|
|  |                              |                                | <p>behaviour in a range of contexts.</p> <p>To decide whether digital content is reliable and unbiased.</p> <p>To work collaboratively with classmates on a class website or blog.</p>  |   |  |
| Week 2 - April 24th                              | Art                          | Line and tone -<br>Perspective | <p>To take inspiration from the greats</p> <p>To develop ideas</p> <p>To master techniques</p> <p>To create artwork using 1 point perspective and 4 point perspective.</p>  | <p>perspective</p> <p>vanishing point</p> <p>horizon line</p> <p>line and tone</p> <p>construction lines</p> <p>one point perspective</p> <p>four point perspective</p> <p>foreground</p> <p>background</p> | <p>expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape</p>           |
| Week 3 - May 2nd<br><i>(Bank Holiday Monday)</i> | RE & Coronation<br>(History) | Journey of Life                | <p>To identify key transitions in life</p> <p>To connect with a role model and their key attributes</p> <p>To reflect on special occasions in life</p> <p>To understand how different religions celebrate birth, marriage and death</p> | <p>baptism, birth, christening, vows, marriage, death, funeral, ceremony, change, transition, independence, role model, ritual</p>  | <p>Stories</p> <p>Theology</p> <p>Holy figures</p> <p>Holy books</p> <p>celebration</p> <p>place of worship</p> <p>symbols</p> |
| Week 4 - May 9th<br><i>(Bank Holiday Monday)</i> | RE                           | See above                      | see above   | see above   | see above  |

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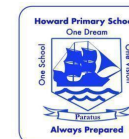
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| <p>Week 5 - May 15th</p> | <p>Geography</p> | <p>Physical Geography:<br/>Recap -&gt; Water-Cycle,<br/>River-Features,<br/>Coastal-Features</p> <p>Field-Trip related skills<br/>in preparation for<br/>Summer 2 trip to<br/>Sutton Ecology Centre</p> | <p>To compare maps with<br/>aerial photographs.<br/>To select a map for a<br/>specific purpose (e.g.<br/>Pick atlas to find<br/>Taiwan, OS map to find<br/>local village.).<br/>To begin to use atlases<br/>to find out about other<br/>features of places (e.g.<br/>find wettest part of the<br/>world).<br/>To find/recognise<br/>places on maps of<br/>different scales (e.g.<br/>river Nile), (scale /<br/>distance).<br/>To identify significant<br/>places and<br/>environments, (map<br/>knowledge) analyse<br/>evidence and draw<br/>conclusions (e.g.<br/>compare historical<br/>maps of varying scales<br/>e.g. temperature of<br/>various locations -<br/>influence on<br/>people/everyday life).<br/>To draw a sketch map<br/>using symbols and a<br/>key.</p> | <p>evaporation,<br/>condensation, water<br/>shed, surface drain,<br/>hurricane, tornado</p> <p>spring, source, stream,<br/>oxbow lake, waterfall,<br/>tributary, floodplain,<br/>mouth, delta, estuary</p> <p>beech, cave, stack,<br/>arch, headland, cliff,<br/>dunes, marsh, spit, bar,</p> | <p>physical world, pattern<br/>place &amp; space, change<br/>&amp; continuity<br/>(sustainability, human<br/>world, scale, conflict)</p> |
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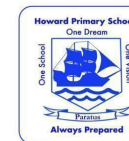
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|   |           |  | To use/recognise OS map symbols. (representations)   |  |  |
| <p>Week 6 - May 22nd<br/><i>May 22nd Spanish Day</i></p> <p><i>25/5 Sutton Ecology Centre (Cannon), 11:45</i></p> | Geography | <p>Spanish day - study of a spanish speaking country</p> <p>Human Geography (Place-Knowledge → Comparison/ Case-Study) - <i>Human world - changing world:</i></p> <ul style="list-style-type: none"> <li>• Fair and unfair distribution of resources,</li> <li>• The project Europe</li> </ul> | <p>To suggest questions for investigating.</p> <p>To use primary and secondary sources of evidence in their investigations.</p> <p>To investigate places with more emphasis on the larger scale (contrasting and distant places).</p> <p>To collect and record evidence unaided.</p> <p>To analyse evidence and draw conclusions (e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life).</p> <p>To identify significant places and environments, (<i>map knowledge</i>).</p> | <p>fairtrade</p> <p>equality</p> <p>change</p> <p>energy,</p> <p>adaptation</p> <p>strategies</p> <p>resources</p> <p>distribution</p> <p>primary products</p> <p>secondary products</p> <p>industry</p> <p>production</p> <p>value-added</p> <p>trade</p> <p>GDP (Gross domestic product)</p> <p>economy</p> <p>employment</p> <p>unemployment</p> <p>pollution</p> | <p>sustainability, pattern,</p> <p>human world, place &amp; space, conflict, change &amp; continuity</p> |
| <b>HALF TERM</b>  |           |  |  |  |  |

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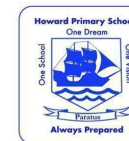
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| <p>Week 1 - June 6th<br/><i>(INSET Monday)</i></p>                                     | <p>History</p> | <p>The Kingdom of Benin</p> | <p>To develop understanding of chronology<br/>To build an overview of world history<br/>To investigate and interpret the past</p>   | <p>deduce, justify, Oba, Benin Kingdom, primary source, secondary source, explicit, implicit, Mappa Mundi, Imperialism, Empire, The Scramble for Africa, enquiry, massacre, siege, era, civilisation, duration, ancestors, Edo, curator, shrine, sacrifice, Osanobua, invasion, occupation, colonisation, controversy.</p> | <p>immigration<br/>chronology<br/>discrimination<br/>conflict<br/>democracy<br/>change over time<br/>archaeology<br/>innovation<br/>health</p> |
| <p>Week 2 - June 12th<br/><i>12/6 Sutton Ecology Centre (London Bridge), 11:45</i></p> | <p>History</p> | <p>The Kingdom of Benin</p> | <p>To compare and contrast religious beliefs<br/>To understand the significance of trade<br/>To investigate and interpret the past<br/>To communicate historically<br/>To identify similarities and differences between past and present.</p> | <p>deduce, justify, Oba, Benin Kingdom, primary source, secondary source, explicit, implicit, Mappa Mundi, Imperialism, Empire, The Scramble for African, enquiry, massacre, siege, era, civilisation, duration, ancestors, Edo, curator, shrine, sacrifice, Osanobua, invasion, occupation,</p>                           | <p>immigration<br/>chronology<br/>discrimination<br/>conflict<br/>democracy<br/>change over time<br/>archaeology<br/>innovation<br/>health</p> |

# Year 5, Summer Term 2023



|                    |           |                   |  |   |   |
|--------------------|-----------|-------------------|--|---|---|
|                    |           |                   |  | colonisation, controversy.  |   |
| Week 3 - June 19th | Computing | We are Architects | To plan a solution to a problem using decomposition.<br>To use sequence, selection and repetition in programs.<br>To design and create.<br>To use and combine a range of programs on multiple devices.   | Sketch-up, CAD, perspective, drawing, animation, programme, outcome, suitable, 3D, gallery, screencast, navigation, sculpture, virtual  | e-Safety, digital footprint, problem-solving, researching, editing, publishing                  |
| Week 4 - June 26th | SRE       | Puberty           | To know what perception means and that perceptions can be right or wrong.<br>To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.<br>To know that sexual intercourse can lead to conception.<br>To know that some people need help to conceive and might use IVF. | Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial | emotional literacy, aspirations, diversity, self, wellbeing, relationships, development, safety |

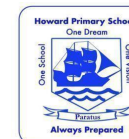
# Year 5, Summer Term 2023



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|  |  |  | <p>To know that becoming a teenager involves various changes and also brings growing responsibility.</p> <p>To celebrate what they like about their own and others' self- image and body-image.</p> <p>To suggest ways to boost self-esteem of self and others.</p> <p>To recognise that puberty is a natural process that happens to everybody and that it will be OK for them.</p> <p>To ask questions about puberty to seek clarification.</p> <p>To express how they feel about having a romantic relationship when they are an adult.</p> <p>To express how they feel about having children when they are an adult.</p> <p>To express how they feel about becoming a teenager.</p> | <p>hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p> |  |
|--|--|--|---|--|--|

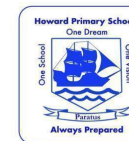


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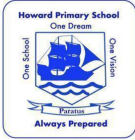
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|-------------------|----|--|---|--|--|
|                   |    |  | <p>To say who they can talk to if concerned about puberty or becoming a teenager/adult. (e.g. to say how you feel about yourself, share worries and fears, ask questions, ...)</p>  |  |  |
| Week 5 - July 3rd | DT | Construction, structures & mechanics (incl. CAD) | <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups; generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (CAD).</p> <p>To investigate and analyse a range of existing products.</p> | <p>construction, structure, reinforce, strengthen, weakness, break, cross-bracing, cut, shape, bend, sheltering, force, divert, practical, adapt, customer, custom-made, prototype, appealing, sketch, annotate, purpose, computer-aided design,</p> | <p>research, design, innovate, adapt, annotate, test, evaluate, functionality, creativity, aesthetics,</p> |

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|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>To evaluate ideas and products against own design criteria and consider the views of others to improve work.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] with increasing accuracy; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>To understand and use mechanical systems in their products [for</p> |  |  |
|--|--|--|---|--|--|

# Year 5, Summer Term 2023



|                    |                    |           |  |           |           |
|--------------------|--------------------|-----------|--|-----------|-----------|
|                    |                    |           | example, gears, pulleys, cams, levers and linkages]. |           |           |
| Week 6 - July 10th | DT                 | see above | see above  | see above | see above |
| Week 7 - July 17th | Consolidation week | n/a       | n/a  | n/a       | n/a       |