



Dear Parents and Carers

I hope you all had a wonderful Easter break.

Here are the exciting topics and subjects we will be covering during the summer term.

### CbIDS

#### CbIDS (Consciousness-based Interdisciplinary Studies)

Consciousness-based Interdisciplinary Studies is at the heart of all our lessons, and this helps to nurture each individual's potential, creativity and understanding of the world. This term our CbIDS key ideas are;

Adaptability

Resourcefulness

Vigilance

Insight

Foresight

Happiness

Celebrating Fulfilment end of year activities.

### Maths

In maths this term we cover a range of topics which includes: understanding and using degrees; classifying, measuring and drawing angles. This term also includes reading and plotting coordinates, translation with coordinates as well as exploring symmetry and reflection. Next we cover adding, subtracting, multiplying and dividing numbers with decimals. Finally we will work on converting units of measure and calculating volume.

Knowing their times tables up to 12 X 12 including all division facts is really important in upper key stage 2. Please practise with your child as much as possible to help them be secure with these facts.

### English

We will start the term reading and analysing *Who Let the Gods Out* by Maz Evans. The pupils will develop a range of reading strategies such as prediction, inference and deduction. Pupils will have the opportunity to



identify how language contributes to the meaning and explore the vocabulary choices the author has made. Pupils will have lots of writing opportunities that will include writing a balanced argument, diary extracts and writing a narrative.

Next, we will explore instructions and explanations of futuristic technology such as hoverboards, doggie umbrellas & new-fangled escalators. The pupils will identify the features of each of these text types to be able to write their own. We will study the grammar of cohesion and create guides for futuristic travel as our end of unit writing.

Spelling, punctuation and grammar will continue to be a focus through our English work. We will work on sentence structure throughout the term including punctuation for the use of brackets, dashes and commas to indicate parenthesis. We will continue to use Alan Peat sentence types to enable the children to write in a more sophisticated way.

## Science

### Summer term 1

Our topic for this term is Living Things and their Habitats. During this unit of work, children will learn the seven life processes that distinguish living from non-living things. They will consolidate and extend previous learning on the life cycles of plants and animals, comparing and describing differences in the life cycles of mammals, amphibians, reptiles, birds and insects. They will learn how animals and plants reproduce by comparing differences and similarities between five different animal groups.

### Summer term 2

Our topic during this term is Animals including Humans. During this unit of work, children will learn about the different stages of the human life cycle. We will describe the different changes that happen to humans as they develop to old age. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older.

## History

### Spring 1

The Ancient Greeks – This half term we will be exploring the Ancient Greek gods, lifestyle and dress, the origin of the Olympic Games and Aesop and his famous fables. Pupils get the chance to immerse themselves in the ancient culture and should not only learn about some of the fascinating events of the past, but also the skills of empathy, enquiry and discussion.

## Geography

### Spring 2

For the last half term we travel to South America and learn about the history, people, importance to our future world and art of the Amazon Rainforest. We compare cultures, food and dress to those who survive and thrive in the Amazon using natural resources, as well as studying and producing artwork based on the vitally important area of our world.

## Art

### Summer 1

#### Architecture: Dream Big or Small?:

In this pathway children are opened to the idea that artists and designers have responsibilities, in the case of architects, to design homes that help us have a brighter future. Children discuss as a class if it is best to design large, aspirational homes, or tiny homes which benefit the environment and are a lot more affordable. Or perhaps we can do both?

Children explore the work of architects and individual builders/designers, and use sketchbooks and drawing to collect, process and reflect upon ideas.

Children then go on to build an architectural model of their aspirational home or tiny house, before sharing as a class to see the village that has been made.



## DT

### Summer 2

#### Alarming Vehicles:

In this unit, children will draw on their understanding of simple electrical circuits and switches to help them generate ideas about their alarm and produce a labelled drawing to communicate their ideas to others. They will cut and shape materials and join components with precision to assemble their frame or chassis, body and circuit, using appropriate techniques, and may even use computer control to activate their alarm. Pupils identify the specific purpose for their alarm; and will evaluate their alarm system and suggested improvements.

## Computing

### Summer term 1

Introduction to vector drawings – In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

### Summer term 2

Programming B – selection in quizzes – In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.



## Music

### Summer 1

In music this half term, we will be following the Charanga scheme of work. It is a 6-week unit of work which includes musical warm up games with emphasis on vocal warmups, rhythm, pulse tempo, pitch etc. This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In the street by Martha And The Vandellas – a Motown song from the 1960s. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments (recorders and Glockenspiels) are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Motown songs. Any student who plays an instrument and would like to bring it in to play along with the song would be very welcome.

### Summer 2

## Religious Education

The taught R.E syllabus is not designed to convert pupils or to promote a particular religion or religious belief, the aim is to promote an understanding and respect for those with different religions and religious beliefs and to prepare our students to live in a diverse and modern Britain.

## Christianity

### Focus Question: How do people decide what to believe?

This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices. Pupils Will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community – the Church – but that there are many types of Christians and



churches that belong to this. Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity.

### Judaism

Focus Question: Why is it sometimes difficult to do the right thing?

This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

### Other important information

P.E this year will be on Fridays. This term P.E will be on school grounds.

I will set homework on a Friday and the children will be expected to complete and return the work by the following Friday.

Please ensure your child brings a water bottle to school and a healthy snack can be brought for morning break time.

Yours sincerely,

Mrs Gaskell and the Year 5 team.