

Curriculum Planner


Term: Summer 1 2025

Year: 5

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Forgiveness	Individual Liberty

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Aspirational job cards for science, linked to key aspirational figures such as Jane Goodall Reading incentives. High level vocabulary linked to 'Black History' and 'Living Things and Habitats'. Guided Reading – vocabulary emphasis and comprehension. Class reader texts linked to complex societal themes. Using Collective Worship once per week to discuss key events in the news. Daily challenges in every lesson to promote high academic achievement. Inspiration from Black History topic. 	<ul style="list-style-type: none"> Forgiveness: Collective worship focus Class collective worship book for activities linked to forgiveness and key stories from the Bible. Class area for individual reflection. Outdoor relaxation zone in outdoor area. Respecting the environment within our local community. Visits to the peace garden. British Values focus – Individual Liberty. Religion and World Views focus on key how people may choose to express their faith or spirituality. 	<ul style="list-style-type: none"> Classroom routines and behaviour. Reinforce healthy lifestyle through Golden Mile, PE lessons and mindfulness opportunities within class. Exploring online safety through PSHE lessons. PSHE/RSE links to healthy relationships and self-esteem. PSHE exploring how to keep ourselves mentally healthy. Swimming lessons to develop key skills and water safety.

<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">Writing</p> <p>In this term we will be writing:</p> <ul style="list-style-type: none"> • A balanced argument about Rosa Parks <p style="text-align: center;">Reading</p> <p>We will be exploring fiction and non-fiction texts with a history theme. We will be using VIPERS to help us, specially retrieve, infer and summarise.</p> <p style="text-align: center;">Vocabulary Infer Predict Explain Retrieve Summarise</p>  <p style="text-align: center;">Spelling</p> <p>We will be teaching spellings in smaller groups within our year group. Children will be given 10 spellings each week to take home and practice.</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Geometry – Shape</p> <ul style="list-style-type: none"> • Understand and use degrees. • Classify angles. • Estimate angles. • Measure angles up to 180 • Draw lines and angles accurately. • Calculate angles around a point. • Calculate angles on a straight line. • Lengths and angles in shapes. • Regular and irregular polygons. • 3D shapes. <p style="text-align: center;">Geometry – Position and direction</p> <ul style="list-style-type: none"> • Read and plot coordinates. • Problem solving with coordinates. • Translation. • Translation with coordinates. • Lines of symmetry. • Reflection in horizontal and vertical lines. 	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Living things and their habitats</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Research and present the lifecycle of a butterfly. • Explore a local habitat and record what lives there. • Describe the life process of reproduction in some plants. <p style="text-align: center;"><i>Working Scientifically</i></p> <p>Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.</p>
<p style="text-align: center;"><u>Religion and World Views</u></p> <p style="text-align: center;">How do people express their beliefs creatively? (Summer 1 and 2)</p> <ul style="list-style-type: none"> • Know and understand that the term ‘spiritual has a range of meanings. • Know and understand that expressing faith involves feelings and emotions. • Understand how colour can be used to express religious feelings and ideas. • Understand how art can be sacred and spiritual for believers. • Explain how paintings of Jesus can inspire Christians around the world. • Understand how Islamic art helps Muslims to worship. • Understand how music can be a form of religious expression. • Understand how drama is used to reinforce important teachings and stories in religion. 	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">Black History</p> <ul style="list-style-type: none"> • Use historical sources to identify and define what an enslaved person is. • Understand and describe the triangular Atlantic slave trade. • Understand that enslaved people may have had different experiences. • Understand how slave trade in Britain was abolished. • Understand who Harriet Tubman was and her role in the Underground Railroad. 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">5M: Swimming</p> <p style="text-align: center;">5H: Athletics</p> <ul style="list-style-type: none"> • Run for speed and distance on our own and as part of a team. • Pacing our run over longer distances. • Different jumping styles and exploring which ones we can jump further with. • Use the push-throw technique. • Exchange a baton within a restricted running area.

<p style="text-align: center;"><u>Design and Technology</u></p> <p style="text-align: center;">Seasonal Baking</p> <ul style="list-style-type: none"> Investigate, analyse and evaluate different bread samples in a sensory manner Create a design brief and specification for a specified purpose and user. Make and evaluate high quality products, applying knowledge, understanding and skills taught. 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">Ukulele tuition with the Lincolnshire Music Service.</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> Explore the British Value of 'Mutual Respect'. Understand my feelings and what makes me feel this way. Understand and be aware of stereotypes and how they can negatively influence behaviours and attitudes towards others. Understand the meaning of prejudice and how we can respond to this. Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p style="text-align: center;">Spreadsheets</p> <ul style="list-style-type: none"> To use formulae within a spreadsheet to convert measurements of length and distance. To use a spreadsheet to model a real-life problem. To use formulae to calculate area and perimeter of shapes. To use spreadsheets to model real-life situations. To use the created spreadsheet to make decisions about these situations. 	<p style="text-align: center;"><u>SMSC</u></p> <p>Social: Responsibilities and rights of being members of families and communities. Giving and receiving positive analysis (praise). Giving and receiving a negative analysis (criticism). Establish rules for creating a positive learning environment. Understanding the role of</p> <p>Moral: Classroom Routines. Peace Garden. Reflection area. School environment. Routines week – class rules. British values and School council. Extra – curricular activities.</p> <p>Spiritual: In PSHE, how we can stay healthy and support our self-esteem. Daily worship and use of the Peace Garden. CWRE curriculum Celebration of different faiths and cultures in Religion and World Views.</p> <p>Cultural: Respect for own culture and that of others, linking with our British Value. Overseas visit to Poland to increase cultural awareness.</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <p style="text-align: center;">French – Pets</p> <ul style="list-style-type: none"> Learn the noun and article for common pets Learn the phrase "J'ai" (I have...), the connective "et" (and) and the phrase "qui s'appelle" (that is called). Learn the NEGATIVE "Je n'ai pas de..." (I do not have...). Learn the connective "mais" (but).

<p><u>Parental engagement:</u> Publishing of work and learning on social media Reading with Children</p>	<p><u>Visits and visitors:</u> Swimming Poland Visit</p>
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> Anchor text explores the concept of discrimination 	<p><u>Global Learning:</u></p> <ul style="list-style-type: none"> Picture News

<ul style="list-style-type: none"> • Researching different jobs in the world • Swimming • Poland: Cultural Exchange Project • Valuing the diverse culture and languages that the children bring to Year 5, including language of the moment. 	<ul style="list-style-type: none"> • First News • PSHE- living in the wider world • Class reader • Language of the moment
<p><u>Caring for the environment and each other:</u> Keeping our local environment safe Planting in our outdoor area</p>	<p><u>Use of Artificial Intelligence</u> ‘Interviewing’ Harriet Tubman and Oluadah Equiano to understand their thoughts and feelings</p>
<p><u>Outdoor Learning:</u></p> <ul style="list-style-type: none"> • Measure angles up to 180 degrees • Regular and irregular polygons • Read and plot coordinates • Sexual and asexual reproduction in plants • Influential figures in ‘Black History’ 	