

## Literacy

**Key Text:** Turpin legends and lies by Terry Deary

**Street Child** by Berlie Doherty

**Purpose for writing:** To persuade and non-chronological report.

**Writing:** Children will be learning to use persuasive vocabulary and structure to encourage an audience to understand an argument from their point of view. Following this, the children will learn to read, follow and write a formal persuasive letter

**Grammar:** Pupils will be learning how a range of sentences types and punctuation can be used to inform their persuasive writing.

**Word Reading / Comprehension:** Children will be learning a range of vocabulary from the book 'Dick Turpin: Legends and Lie' to help their understanding of the text, alongside their history topic.

Children will be learning a range of vocabulary to help with their understanding of the text, alongside their history, RE, DT and science topics.

## History

**Focus: Crime and Punishment:** Children will learn about different types of punishment throughout British history and what was considered a crime in different eras. This will extend chronological knowledge beyond 1066 and recap eras such as: Ancient Romans, Anglo-Saxons, Medieval, Tudors and Victorians. They will look at the modern day court and methods of identifying criminals, such as DNA database. Children will look at similarities and differences over the punishments and compare changes over time. This includes looking at causes to some methods and whether previous era's influenced ours today.

**(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt.)**

## DT

**Focus: Sewing and Textiles**

Know how a bag can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.

**(Please see DT Knowledge Organiser for essential knowledge and vocabulary to be learnt.)**

## RSHE

**Focus: Relationships**

Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness.

## Curie and Hawking

**Year 5: Summer 1**

## Computing

**Focus: Concept Maps**

## Crime and Punishment

### Living things and their habitats



## Music

**Focus:** We will be listening to film music and analysing emotion using previous knowledge of musical elements.

We will be learning to play the recorder.  
We will be learning songs for the summer show.

## PE

**Focus: Volleyball and Cricket**

## Maths

**Key Facts:** Perimeter/Area of polygons, Decimals, Statistics, Position and Direction, Geometry

**Perimeter:** Pupils will calculate the perimeter of polygons and compound shapes. This will extend to calculating the area of rectilinear shapes.

**Decimals:** Pupils will be focussing on decimals. How to find a decimal of an amount and how these relate to our previous learning of fractions and percentages.

**Position and Direction:** Pupils will focus on reading and plotting coordinates including problem solving. They will look at translation, lines of symmetry and reflection

## Science

**Living things and their habitats:** Children will be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will also cover the life process of reproduction in some plants.

**Working Scientifically:** Children will learn how to: ask relevant questions, plan a scientific enquiry to answer a question, take accurate and precise measurements using a range of scientific equipment, set up further comparative / fair tests using test results.

**(Please see Science knowledge organiser for essential knowledge and vocabulary to be learnt.)**

## RE

**Focus: Key Question: What will make our city/town/village a more respectful place?**

**Making sense of belief:**

- The children will identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs
- The children will be able to describe examples of how different communities deal with diversity and interfaith issues.

**Understanding the impact:**

- The children will make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)
- They will be able to explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc.).

**Making connections:**

- The children will be able to make connections between religious and non-religious beliefs

## French

**Focus:** Revisit and learn more about colours/actions/class instructions/feelings/weather and months/set the date.