

ENGLISH

- Read, discuss and answer questions on a wide range of texts and genres in whole class reading.
- Explore the impact of persuasive language features in writing to achieve a desired outcome. Eg. A final hours plea from Ann Boleyn for clemency from Henry VIII.
- Examine the origins of, learn by heart and perform classic poetry such as The Highwayman.
- Develop authorial techniques which create vivid images and description to engage audience and evoke emotional responses to stimuli from a range of modern and classic texts Eg. Shakespeare's Romeo and Juliet.

ART

- Explore and create expression in portraiture for a self-portrait.
- Produce creative work by developing ideas through a range of preliminary sketches or models on the theme of Tudor costume and jewellery.

MFL : SPANISH

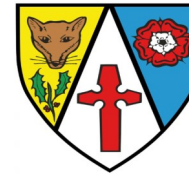
- Explore, compare and contrast the food traditions of Spain with those of the UK.
- Develop vocabulary choices to express food preferences.
- Create menus for use in 'cafes' to practice the vocabulary for ordering food and drink in restaurants.

COMPUTING—COMPUTER SCIENCE

- Learn about email safety with a focus on preventing and dealing with spam.
- Create strong passwords.
- Understand plagiarism and the fair use of people's work online.
- Scrutinise photographs online and learn how these have been manipulated and presented as reality.

Year 5 Summer 1

Off with Her Head



MATHS

- Solve problems involving number up to 3 decimal places.
- Recognise the per cent symbol (%) and understand that percent relates to 'number of parts per 100', and write percentages fraction with denominator 100, and as a decimal fraction
- Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25s

MUSIC

- Compose and perform vocally and with instruments in Tudor style.

GEOGRAPHY & HISTORY

- Describe how the characteristics of a settlement change
- Analyse and compare a place, or places, using aerial photographs, atlases and maps.
- Create an in-depth study of an aspect of British history beyond 1066 with specific focus on the Tudor period
- Explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way
- Articulate and organise important information and detailed historical accounts using topic related vocabulary

SCIENCE

- Describe the differences in the life cycles of a mammal, amphibian, insect and bird
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop into old age
- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

In order to commit our learning to long-term memory, we will revisit and build upon our understanding of these concepts in the Summer term

RE : SALVATION

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

PE: CRICKET

- Choose and combine techniques in game situations.
- Develop accurate skills and techniques for throwing ie. overarm bowling
- Uphold the spirit of fair play and respect in competitive games.

PSHE: VALUING DIFFERENCE

- Define some key qualities of friendship and how to make them last.
- Explain why friendships sometimes end.
- Develop an understanding of and empathise with people who have been, and currently are, subjected to injustice, including through racism.