

Term Summer 1		Year 5
Subject Focus: Do we Make the Most of Where We Live?		
Starting Point		End Product
Audit of school grounds. A learning walk around the school site taking note of flora and fauna. Sketching, classifying and taking pictures		Parent Picnic – Wednesday afternoon – enjoying school grounds (music, dancing, games)
Homework & independent learning	<ul style="list-style-type: none"> • Maths – times tables and tasks related to learning in class • Spellings – activities related to rules that have been taught in class • Talk Task – discussing current affairs • Curriculum – tasks related to our topic 	
Maths	Calculating with whole numbers and decimal numbers 2-D and 3-D shapes Volume Problem Solving	
Writing	Stories from point of view of animals with an environmental message Report writing/leaflets on local area, scientific processes Letter writing – proposal for improvements to school	
Reading	The Butterfly Lion Percy Jackson and The Lightning Thief Goodnight Mr Tom Johnny and the Dead	
Speaking and Listening	Debating along with group tasks including performance of poetry and role play / drama.	
Science	<ul style="list-style-type: none"> • Plant classification • Life cycle of plants • Food chains 	
Computing	Manipulating media.	
Humanities	<ul style="list-style-type: none"> • Audit of school grounds. • Comparing school grounds in other localities • Questionnaires • Local history 	
MFL	Spanish – weather and seasons, months and days of the year, numbers to 100	
RE	The journey of life and death. Identify the key events in peoples' lives. Learning how key life events are celebrated in Christianity and reflect on their own experiences.	

PHSE & British Values	We will look at mutual respect and the importance of this value.
Learning & Life Skills	<p>School values: Achievement, confidence, determination and respect leading to excellence.</p> <p>Think, think, think.</p> <ul style="list-style-type: none"> • I can scan text to retrieve information. • I can analyse and evaluate quantitative and qualitative information, checking its accuracy. • I can select the appropriate format to record my observations and measurements in a systematic way. • I can ask questions about different courses of action, to carry out an investigation. • I can search for patterns in my results, develop logical thinking and explain my reasoning. • I can give reasons and/or evidence to justify my opinions, thoughts and ideas during small group discussions. • I can build on the ideas and suggestions of others to generate ideas. • I can apply a range of problem solving and decision making strategies across subject areas
Design and technology	Design and build a bug hotel.
Art & Sketchbooks	<ul style="list-style-type: none"> • Natural sculptures • Observational drawing • Painting-watercolours • Flowers and plants • Mood boards
Music and Drama	Exploring the scheme of work "Home Front". Expanding on devising skills
PE	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Javelin (Size 400) throwing techniques/correct foot placement • Shot put • Long jump • Sprint/Sprint relay in race format (perfecting changeovers) • 600m/800m/1000m distance running to a set pace • Sprint hurdling
Outdoor learning	<ul style="list-style-type: none"> • Pollination at the allotment • Observation and discovery of plants in different stages of development • What different plants can the children identify around Darlinghurst school
Trips and Visits	Hanningfield Reservoir 17 th July