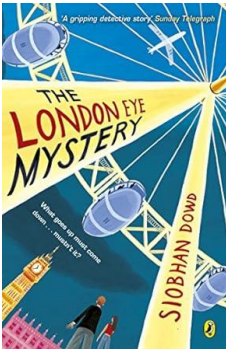


## Year 5 - Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Short Stories – Fantasy</b></p> <p>Explore <i>Tales from Outer Suburbia</i>; make predictions. Read and discuss some of the stories and make summary notes about the content.</p> <p><b>Grammar focus:</b> Expanded Noun Phrases</p>	<p><b>Short Stories – Fantasy</b></p> <p>Learn about modal verbs. Read and discuss <i>Eric</i>, identifying modal verbs and use them to write about the story.</p> <p><b>Grammar focus:</b> Modal verbs</p>	<p><b>Letters and correspondence</b></p> <p>Read and analyse different types of correspondence. Read and answer questions about contrasting letters; look at formal and informal language used. Read informal and formal letters.</p> <p><b>Grammar focus:</b> Formal and informal language</p>	<p><b>Letters and correspondence</b></p> <p>Read historical letters and summarise. Explore language in a letter using dictionaries, finding synonyms and studying word class. Using the letters read in this unit as a model write a letter to pupils of the future thinking carefully about audience and purpose.</p> <p><b>Grammar focus:</b> Adverbs Modal verbs</p>	<p><b>Poems on a theme</b></p> <p>Children look at Kate Webb's anthology and discuss why the idea of a favourite poem is such a powerful one. They read several poems and compare the features, incl. choice of vocabulary: alliteration, assonance, and features of content: similes, imagery, metaphors.</p> <p><b>Grammar focus:</b> Modal verbs</p>	<p><b>Poems on a theme</b></p> <p>Children read different poems which have an air of mystery and of possibilities. They study modal verbs and how these can aid poets in suggesting 'what if...'. Children revise features of poetry and compare and discuss, then writing imaginative scenarios, using modal verbs.</p> <p><b>Grammar focus:</b> Figurative Language</p>
<b>Maths</b>	<p><b>Shape</b></p> <p>Children are introduced to degrees as a unit of measure for turn, including the degree symbol. Children explore the fact that there are 360° in a full turn, and</p>	<p><b>Shape</b></p> <p>Children draw lines and angles accurately and use what they have learnt about shapes to construct shapes. Children begin by drawing straight lines of</p>	<p><b>Shape</b></p> <p>Children start by recapping the names of 3-D shapes, and then move on to their properties. Use models of 3-D shapes to explore the differences between faces, edges and vertices.</p>	<p><b>Position and Direction</b></p> <p>Children recap reading and plotting coordinates on a coordinate grid. Children identify the coordinates of given points on a grid, then move on to plotting</p>	<p><b>Position and Direction</b></p> <p>Children complete reflections for the first time. They begin by looking at what reflection is and how it is different from translation.</p>	<p><b>Decimals</b></p> <p>Children add and subtract decimals within 1 whole using known facts. They will move on to using a formal method to add and subtract decimals later in this block.</p>

	<p>therefore 180° in half a turn, 90° in a quarter turn (or right angle) and 270° in a three-quarter turn. They use this knowledge and the language of clockwise and anticlockwise to describe turns, including in the context of compass directions and clocks.</p>	<p>given lengths, in both centimetres and millimetres. They practice measuring using the correct scale, for example centimetres, not inches, and how to use a protractor to draw a given angle.</p>	<p>Children also look at 2-D drawings of 3-D shapes on isometric paper, identifying the 3-D shape as well as its properties.</p>	<p>points with given coordinates. They also practice drawing shapes on a coordinate grid with given coordinates or working out the coordinates of a shape from known information.</p>		
<b>Science</b>	<b>PROPERTIES AND CHANGES OF MATERIALS</b>					
	<p>In the Properties and Changes of Materials project, your child will revisit prior learning about the properties of materials. They will plan and carry out tests to determine the properties of a range of materials. They will use their results to suggest suitable materials for different purposes. They will learn about the property of thermal conductivity and identify materials that are thermal conductors and insulators.</p>	<p>They will also learn about the property of solubility and test various materials to discover which are soluble and insoluble. They will find out about heterogeneous and homogeneous mixtures and will separate heterogeneous mixtures using sieving and filtration. They will also separate homogeneous mixtures, investigating how to reverse dissolving by evaporation.</p>	<p>They will ask scientific questions about separating unusual mixtures and research to find out the answers. They will learn the difference between reversible and irreversible changes and follow instructions to observe the signs of an irreversible change firsthand. They will complete their learning by finding out about materials scientists and their innovative materials.</p>			

<b>Guided Reading</b>	<p style="text-align: center;"><b>The London Eye Mystery</b></p>  <p style="text-align: center;">This book supports the study of plot, character development and emotional response to strong themes such as bullying, loss, self-esteem and family in narrative fiction. The focus of the literacy teaching sequence is that of unfolding and eventually solving the mystery alongside the characters. There are many opportunities to teach grammar in context and for children to gain understanding of the impact of precise language choices on meaning. Teachers can support children to consider author intent and the impact on the reader using a range of teaching approaches, enabling understanding of metalanguage through reader response and later in their own writing conferences.</p>		
	<p style="text-align: center;"><b>AL ANDALUS</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="235 1002 1182 1209" style="width: 50%; padding: 5px;">           This project teaches children about the history and cultural impact of Muslim rule in Spain, exploring key events, significant figures, and architectural achievements. They investigate how Muslim scholars, scientists, and inventors influenced Spanish society and how their discoveries continue to shape the modern world.         </td> <td data-bbox="1182 1002 2143 1209" style="width: 50%; padding: 5px;">           Through hands-on activities, students examine the golden ratio, geometric patterns, and tessellating designs in historical buildings such as the Alhambra Palace, while also comparing Spanish and British culture. The project concludes with students creating a documentary, using research and artistic skills to showcase the lasting contributions of Muslim Spain to architecture, science, and daily life.         </td> </tr> </table>		This project teaches children about the history and cultural impact of Muslim rule in Spain, exploring key events, significant figures, and architectural achievements. They investigate how Muslim scholars, scientists, and inventors influenced Spanish society and how their discoveries continue to shape the modern world.
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<b>Art &amp; DT</b>	<p style="text-align: center;"><b>MIXED MEDIA</b></p>		
	This project teaches children about paper crafts, papermaking, and collage techniques, including paper, fabric, mixed media, and photo collage. They explore	Inspired by different artistic movements, they experiment with combining textures, printed elements, and three-dimensional objects to create visually striking	

	<p>traditional crafting methods such as quilling, marbling, and decoupage, as well as contemporary mixed media approaches that incorporate stitching, gluing, and layering materials.</p>	<p>compositions. Through evaluation and reflection, children compare and comment on their own and others' work, developing a deeper understanding of the creative process and artistic expression.</p>	
<b>PSHE</b>	<b>HOW CAN DRUGS COMMON TO EVERYDAY LIFE AFFECT HEALTH?</b>		
	<p>In this unit, children learn how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. They learn that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p>	<p>They learn how laws surrounding the use of drugs exist to protect them and others, why people choose to use or not use different drugs and how people can prevent or reduce the risks associated with them. They learn that for some people, drug use can become a habit which is difficult to break.</p>	<p>They learn how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. They learn how to ask for help from a trusted adult if they have any worries or concerns about drugs.</p>
<b>PE</b>	<b>ATHLETICS</b>		
	<p>In this athletics unit, children develop their fundamental movement skills, focusing on speed, agility, and coordination. They refine their sprinting techniques and learn teamwork and baton-passing strategies through relay running. Power and technique are explored through standing triple jump, where children practice explosive movements and strength-based activities. The unit culminates in a pentathlon, where they apply their learning across multiple events, enhancing their competitive spirit and overall athletic performance.</p>		