

## English

**Reading** – Key texts: 'The Secret Garden' by  
Developing pleasure and motivation to read.

- Word reading and comprehension skills through class texts and reading sessions and written activities.
- Discussing texts and drawing inferences.
- Choosing own texts and sustained reading for pleasure.

**Writing Composition** – Writing for different purposes, developing stamina, editing and checking work throughout.

- **Balanced Argument** based around an up-to-date environmental issue e.g. plastic packaging on fresh fruit and vegetables.
- **Non-Chronological Report:** about a chosen fruit and vegetable, how they grow, how to care for them and what we can use them for.
- **Narrative:** Using the key text and the school garden as inspiration, write narrative openings based on finding a 'secret garden'.
- **Poetry:** Read and discuss various garden poems (Rudyard Kipling's 'The Glory of the Garden' and Melanie Waters' 'Grandad's Garden' for example) and then create our own.
- **Spelling:** Half-termly spelling test based on Year 5 National Curriculum Spellings.
- **Grammar:** Linked to the National Curriculum requirements for Year 5.
- **Handwriting:** Children join and enhance the fluency and neatness of their writing.
- Emphasis on neat presentation and pride in all written work.

## Art

Developing creativity using a variety of materials within the following contexts:

- Creating Georgia O'Keeffe-inspired art.
- Observational drawings.
- Large scale flower heads using tissue paper and PVA.

## French

Value speaking with confidence and fluency in French

- Months of the Year
- Time
- Nationalities
- Leisure Activities

## Religious Education

Learning through thoughts, feelings and experiences about and from religions – SACRE Scheme.

**Key question: Is it better to express your religion in arts and architecture or in charity and generosity?**

- How can people express the spiritual through the arts?

Religions and Worldviews considered in this unit: Christians, Muslims and non-religious.

## Geography

Extend knowledge of the UK, Europe and the world; location and place knowledge and significant human and physical features:

- Refer to globes and maps to identify and study these features.
- Refer to photos and maps of the school grounds to see change over time.
- Visit local shops to talk about where they source their food. Show this on world maps.
- Explore different types of farming around the UK and where they are used.
- Explore and discuss 'food footprints' and work out how far away our food comes from.

## Design and Technology

Designing and making functional, purposeful appealing products and evaluating these

**- Allotment planting project!**

- Strawberry plastic planters
- Allotment cooking

## Maths

Developing confidence and mental fluency with whole numbers, counting and place value. Using accurate mathematical vocabulary.

### Decimals

- Solve problems involving number up to three decimal places.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

### Geometry

- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°)
- Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and 1/2 a turn (total 180°) other multiples of 90°

## Allotment

Curriculum Plan – Summer 1 2019  
Year 5 Mr Scarlett and Mrs Fade



## Computing

Promoting logical, creative thinking linked to other curriculum areas including maths and science.

UKS2 Online Safety Unit: Coding

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

## Science

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of 'Living Things and their Habitats'.

- Describe the life process of plants.
- Describe how living things are classified into broad groups based on similarities or differences.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect or a bird.
- Plan different types of scientific enquiries to answer questions.
- Record data and results with increasing accuracy and complexity.

**Super Start: Allotment Planting**

**Fantastic Finish: (Hopefully!) Selling our produce.**

## Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity.

### Games – Rounders

To continue to develop a range of strategies to apply in attacking and defending situations.  
To develop an understanding of rules in sports and how to compete against opponents positively.  
To develop confidence and competence in the skills of throwing, catching, bowling, batting and running.

## British Values

Developing an understanding of fundamental British values

Throughout the curriculum we will seek to promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Focus on the rule of law and balancing rights with responsibilities.

## PSHE

Our 'Protective Behaviours' unit focuses on the following:

- Helping individuals identify their Early Warning Signs and what they mean.
- Develop strategies to help with their Early Warning Signs.
- Encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.

It also links clearly with our SMSC development.

## History

Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses

- Place events, people and changes within a chronological framework.
- Be aware of the social, cultural, religious and ethnic diversity of the society.
- Give reasons for and write explanations of past events using evidence to support.
- Use a range of research techniques to explore aspects of space history.
- Carry out historical enquiry using a range of sources.