

## HALF TERMLY CURRICULUM OVERVIEW Summer Term (2) 2025 Year 5 Skill for Success – Risk Taking

| Week                         | 1  | 2   | 3   | 4   | 5   | 6  | 7   |
|------------------------------|--|---|---|---|---|--|---|
| DATE                         | 3/06/23<br>(4days)   | 09/06/23  | 16/06/23  | 23/06/23  | 30/06/23  | 07/07/23   | 14/07/23  |
| Events                       |  |   | 17/06/25 Garden<br>Day  | 26/6 KS2 sports day<br>24/6 KS1 sports day<br>27/6/23- Sum Fair<br>Work experience<br>students in   |   | 10/07 moving up<br>day   | Monday 21st- EOY<br>assembly 9:45<br>Tuesday22nd -Last<br>day of Term |
| Visits and Visitors          |  |   |   |   |   |  |   |
| English                      | Newspaper Report– non narrative organisational devices and adverbs expressing time, place and cause                |   | Shadow cage<br>Creating atmosphere through word choice  |   |   |  |   |
| Phonics/<br>Spellings daily  | Spellings taught last<br>half term<br>Use of a dictionary  | Spellings taught last<br>half term<br>Use of a dictionary | Use examples of pupils' writing to identify some suffixes which are commonly spelt incorrectly. These could include '-ous', '-ing', '-ed', '-es' or '-ies', | Use examples of pupils' writing to identify some suffixes which are commonly spelt incorrectly. These could include '-ous', '-ing', '-ed', '-es' or '-ies', | Homophones  | Homophones   | Revise 5/6 spelling<br>list   |
| Books for Life (focus books) | The book with no pictures (fiction) Survivor: Extraordinary tales from the wild and beyond (non-fiction)           |   |   |   |   |  |   |
| Maths                        | Fractions (continued from Summer 1)  |   | Converting units of measure   |   |   | Angles   |   |
| Science<br>Plants            | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. |   | Know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.       |   | Understand the way in which water is transported within plants. | Know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |   |
| Art<br>Sculture/3D           | Introduction to<br>Ancient Greek<br>Pottery  | Design and Planning the Greek pot based on research       | Clay Techniques:<br>Building the Pot<br>using joining<br>techniques   | Refining and<br>Decorating the Clay<br>Surface  | Finishing<br>Techniques   | Evaluation and Exhibition  |   |

| Ancient<br>Greece  | Compare life in Ancient Greece with life today   |   | Recognise why Theagenes and<br>Leonidas competed in the Olympics<br>and why they are remembered   |  | Study Greek life and achievements and know their influence on the western world.   |   | Quiz and<br>consolidation<br>week   |  |
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| Computing /<br>Online Safety   | Online Bullying  |   | Programming B – selection in quizzes  I can recall how conditions are used in selection  I can identify conditions in a program  I can modify a condition in a program  I can use selection in an infinite loop to check a condition  I can identify the condition and outcomes in an 'if then else' statement  I can create a program that uses selection to produce different outcomes  I can outline a given task  I can use a design format to outline my project  I can identify the outcome of user input in an algorithm |  |  |   |   |  |
| Music  Charanga module –  Musician of the month –  June: Grazyna Bacewicz  July: Angelique Kidjo | Reflect - Music For<br>Compline<br>(traditional) (Early<br>Music) Rewind and<br>Listen Out! Johnny<br>B. Goode by Chuck<br>Berry Reflect -<br>Composers and<br>Composition<br>(Rachel Portman) | Reflect - Dido And<br>Aeneas by Purcell<br>(Baroque) Rewind<br>and Listen Out!<br>Things Ain't What<br>They Used To Be<br>by Ellington and<br>Persons Reflect -<br>Composers and<br>Composition<br>(Rachel Portman) | Reflect - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Rewind and Listen Out! Hello by Lionel Richie Reflect - Composers and Composition (Rachel Portman)   | Reflect - Minute Waltz by Chopin (Romantic) Rewind and Listen Out! U Can't Touch This by MC Hammer Reflect - Composers and Composition (Jason Yarde) | Reflect - Central Park In The Dark by Charles Ives (Contemporary) Rewind and Listen Out! I Heard It Through The Grapevine by Marvin Gaye Reflect - Composers and Composition (Jason Yarde) | Reflect - Clapping Music by Steve Reich (Contemporary) Rewind and Listen Out! Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops Reflect - Composers and Composition (Jason Yarde). | End of term<br>assembly song<br>practice                                  |  |
| PE<br>Rounders<br>Skills and<br>Techniques   | Inset DAY (no<br>PE on Monday)   | We are learning how to develop our throwing technique and bowling skills.   | We are learning how to develop our throwing technique and catching skills.  | We are learning how to develop our batting technique and accuracy.   | We are learning how to work as a team and use our movement skills to field effectively.  | We are applying our learning and skills to competitive rounders game play.  | We are applying our learning and skills to competitive rounders game play |  |
| PE (Real PE)   | HEALTH/FITNESS I can explain why we need to warm up and cool down I can describe how and why my body changes before and during exercise I use equipment appropriately and move and land safely |   |   |  |  |   |   |  |

| Personal,<br>Social, Health<br>Economic and<br>Relationships<br>and Sex<br>education-<br>First aid | We are learning<br>the meaning of<br>the words –<br>'Risk Taking'. | We are learning understand it's most important to ensure the safety of myself and others in the event of an emergency. | We know how to respond appropriately to someone who has a burn or scald.                 | We can call for help for a casualty who has a head injury.                     | We can reflect<br>and celebrate<br>our<br>achievements.                                      | We can identify<br>our strengths<br>and areas to<br>improve and<br>set high<br>aspirations and<br>goals. | Consolidation<br>of learning and<br>address any<br>misconceptions |
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| RE L2.12 How and why do people try to make the world a better place?                               | How do<br>Muslims try to<br>make the world<br>a better place?      | Who is inspired<br>by Jesus'<br>example of<br>sacrifice?   | How and why do people try to make the world a better place? What's wrong with the world? | How do non-<br>religious people<br>try to make the<br>world a better<br>place? | Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? | How can the 'Golden Rule' help people to work out how to make the world a better place?                  | Consolidation<br>of learning and<br>address any<br>misconceptions |
| French   | Going on a picnic/Aliens in France/Language Puzzle                 |  |  |  |  |  | Consolidation<br>of learning and<br>address any<br>misconceptions |
| Garden Days  |  |  | Garden day<br>Tuesday  |  |  |  |   |