

# Curriculum Planner


**Term: Summer 2 2025**

**Year: 5**

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

| Church school value of the term: | British value of the term: |
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| Peace                            | All British Values         |

| <b>Dream big</b><br>High academic ambition<br>High expectations<br>Career aspirations<br>The world is your oyster!  | <b>Love God</b><br>Church School Values<br>Christian Distinctiveness<br>Social, Moral, Spiritual, Cultural<br>Caring for our environment   | <b>Live well</b><br>Healthy lifestyles<br>Emotional wellbeing<br>Staying safe<br>Healthy Relationships   |
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| <ul style="list-style-type: none"> <li>Aspirational job cards for science, linked to key aspirational figures such as Tim Peake</li> <li>Reading incentives</li> <li>High level vocabulary linked to 'Sustainability' and 'Earth and Space'</li> <li>Reading – vocabulary emphasis and comprehension skills</li> <li>Class reader texts linked to complex societal themes</li> <li>Using Collective Worship once per week to discuss key events in the news</li> <li>Daily challenges in every lesson to promote high academic achievement</li> </ul> | <ul style="list-style-type: none"> <li>Peace: Collective worship focus</li> <li>Class collective worship book for activities linked to forgiveness and key stories from the Bible</li> <li>Class area for individual reflection</li> <li>Outdoor relaxation zone in outdoor area</li> <li>Respecting the environment within our local community</li> <li>Visits to the peace garden</li> <li>British Values consolidation</li> <li>Religion and World Views focus on key how people may choose to express their faith or spirituality</li> </ul> | <ul style="list-style-type: none"> <li>Classroom routines and behaviour</li> <li>Reinforce healthy lifestyle through Golden Mile, PE lessons and mindfulness opportunities within class</li> <li>Exploring online safety through PSHE lessons</li> <li>PSHE/RSE links to self-esteem</li> <li>PSHE exploring how to keep ourselves physically and mentally healthy through puberty</li> <li>Swimming lessons to develop key skills and water safety</li> </ul> |

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| <p style="text-align: center;"><b><u>English</u></b></p> <p style="text-align: center;"><b>Writing</b></p> <p>In this term we will be writing:</p> <ul style="list-style-type: none"> <li>• Pandora Narratives</li> <li>• Biographies</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <p>We will be exploring fiction and non-fiction texts with themes linked to our curriculum areas. We will be using VIPERS to help us, specially retrieve, infer and summarise.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p><b>Vocabulary</b></p> <p><b>Infer</b></p> <p><b>Predict</b></p> <p><b>Explain</b></p> <p><b>Retrieve</b></p> <p><b>Summarise</b></p> </div>  </div> <p style="text-align: center;"><b>Spelling</b></p> <p>We will be teaching spellings in smaller groups within our year group. Children will be given 10 spellings each week to take home and practice.</p> | <p style="text-align: center;"><b><u>Mathematics</u></b></p> <p style="text-align: center;"><b>Geometry – Position and direction</b></p> <ul style="list-style-type: none"> <li>• Read and plot coordinates</li> <li>• Problem solving with coordinates</li> <li>• Translation.</li> <li>• Translation with coordinates</li> <li>• Lines of symmetry</li> <li>• Reflection in horizontal and vertical lines</li> </ul> <p style="text-align: center;"><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Add and subtract decimals</li> <li>• Decimal sequences</li> <li>• Multiply and divide by 10, 100 and 1,000</li> </ul> <p style="text-align: center;"><b>Negative Numbers</b></p> <ul style="list-style-type: none"> <li>• Understand negative numbers and count through zero</li> <li>• Compare and order negative numbers</li> <li>• Find the difference</li> </ul> <p style="text-align: center;"><b>Convert Units</b></p> <ul style="list-style-type: none"> <li>• Convert units of weight, length and time</li> <li>• Calculate with timetables</li> </ul> <p style="text-align: center;"><b>Volume</b></p> <ul style="list-style-type: none"> <li>• Cubic centimetres</li> <li>• Estimate and compare volume and capacity</li> </ul> | <p style="text-align: center;"><b><u>Science</u></b></p> <p style="text-align: center;"><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• To understand scientific concepts about space and create scientific enquiry questions</li> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Working scientifically:</b> Comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> |
| <p style="text-align: center;"><b><u>Religion and World Views</u></b></p> <p style="text-align: center;"><b>How do people express their beliefs creatively?<br/>(Summer 1 and 2)</b></p>  | <p style="text-align: center;"><b><u>Geography</u></b></p> <p style="text-align: center;"><b>Sustainability</b></p>  | <p style="text-align: center;"><b><u>Physical Education</u></b></p> <p style="text-align: center;"><b>5H: Swimming</b></p> <p style="text-align: center;"><b>5M: Athletics</b></p>  |

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| <ul style="list-style-type: none"> <li>• Know and understand that the term ‘spiritual’ has a range of meanings</li> <li>• Know and understand that expressing faith involves feelings and emotions</li> <li>• Understand how colour can be used to express religious feelings and ideas</li> <li>• Understand how art can be sacred and spiritual for believers</li> <li>• Explain how paintings of Jesus can inspire Christians around the world</li> <li>• Understand how Islamic art helps Muslims to worship</li> <li>• Understand how music can be a form of religious expression</li> <li>• Understand how drama is used to reinforce important teachings and stories in religion</li> </ul>   | <ul style="list-style-type: none"> <li>• To understand what sustainability is and why it is important</li> <li>• To understand the effects of climate change on our planet</li> <li>• To evaluate the advantages of using renewable energy</li> <li>• To investigate the food miles our food takes</li> <li>• To examine ways to conserve the planet's resources</li> <li>• To summarise ways we can improve sustainability in our community</li> </ul> | <ul style="list-style-type: none"> <li>• Run for speed and distance on our own and as part of a team</li> <li>• Pacing our run over longer distances</li> <li>• Different jumping styles and exploring which ones we can jump further with</li> <li>• Use the push-throw technique</li> <li>• Exchange a baton within a restricted running area</li> </ul>                                       |
| <p style="text-align: center;"><b><u>Art</u></b></p> <p style="text-align: center;"><b>Sculptures</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Know what is meant by the term “sculpture”</li> <li>• Learn about an artistic technique</li> <li>• Know the names of some famous sculptors</li> <li>• Know some stylistic features of a sculptor’s work</li> <li>• Learn a range of plaster casting techniques</li> <li>• Understand the need to work fast, as plaster sets quickly</li> <li>• Understand that a mould must have no gaps or holes</li> <li>• Know and explain the difference between two techniques</li> <li>• Understand how own artwork sits within the context of the learning</li> <li>• Know some similarities and differences between my approach and that of others</li> </ul> | <p style="text-align: center;"><b><u>Music</u></b></p> <p style="text-align: center;"><b>Ukulele tuition with the Lincolnshire Music Service.</b></p>   | <p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• British Values</li> <li>• Puberty</li> <li>• How to keep clean and healthy as our bodies change</li> <li>• How to prepare and understand our changing emotions</li> <li>• Aspirations and role models</li> <li>• Transition to Year 6</li> <li>• Relationship and Sexual Education</li> </ul> |

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| <ul style="list-style-type: none"> <li>Evaluate own work</li> </ul>  |  |  |
| <p style="text-align: center;"><b><u>Computing – Purple Mash</u></b></p> <p style="text-align: center;"><b>Coding (Unit 5.1)</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> <li>solve problems by decompressing them into smaller parts</li> <li>Use sequence, selection and repetition in programs;</li> <li>work with variables and various forms of input and output</li> <li>Logical reasoning</li> </ul> | <p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b>Social:</b><br/>We will also look at our social relationships in PSHE and making the right choices.<br/>We will look at how choices we make as a society affects the environment.<br/>Giving and receiving positive analysis (praise).<br/>Giving and receiving a negative analysis (criticism).<br/>Establish rules for creating a positive learning environment.</p> <p><b>Moral:</b><br/>Classroom Routines. Peace Garden. Reflection areas.<br/>School environment. British values and School council.<br/>In Geography we will look at the responsible ways we can look after the environment.<br/>Extra – curricular activities.</p> <p><b>Spiritual:</b><br/>Church School value – Thankfulness. In PSHE, we look at our aspirations for next year. Daily worship and use of the Peace Garden. How to have peace and be happy. CWRE curriculum<br/>Celebration of different faiths and cultures (in RWV).</p> <p><b>Cultural:</b><br/>Respect for own culture and that of others. Global citizen. Global classroom project. Global sustainability in Geography.</p> | <p style="text-align: center;"><b><u>Language of the Moment / French</u></b></p> <p style="text-align: center;"><b>Les vêtements</b></p> <ul style="list-style-type: none"> <li>To be able to name at least 10 items of clothing, including correct determiners.</li> <li>To be able to say what I am wearing in French using the the verb “je porte...”</li> <li>To be able to describe items of clothing by colour</li> <li>To be able to describe in French what I will be packing for my holiday.</li> </ul> |

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| <p><b><u>Parental engagement:</u></b><br/>Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading.</p> | <p><b><u>Visits and visitors:</u></b><br/>Lincoln Central Library<br/>Bikeability</p> |
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| <p>Photographs will be put on the school website and Facebook to keep parents informed about their children's learning.</p>   |  |
| <p><b><u>Cultural Capital:</u></b><br/> Daily Class reader and books linked to diversity<br/> Golden mile and healthy school meals<br/> Peace Garden available for reflection time at playtimes<br/> Valuing the diverse culture and languages that the children bring to Year 5, including language of the month<br/> Green time to develop our outdoor area<br/> Artist of the month</p>                                      | <p><b><u>Global Learning:</u></b><br/> First News comprehension activities and reading the articles/newspapers<br/> Language of the month during collective worship<br/> Reading a range of books linked to different global themes<br/> Links to Geography – Sustainability</p> |
| <p><b><u>Caring for the environment and each other:</u></b><br/> Recycling paper in the classroom<br/> Litter picking on the playground<br/> Caring for the plants in the classroom and outdoor area<br/> Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally<br/> Creating an inviting area outside in our school grounds<br/> Links to Geography topic - Sustainability</p> | <p><b><u>Use of Artificial Intelligence</u></b><br/> Using AI to create images based on our Pandora setting descriptions in English<br/> Using AI to calculate food miles for different products in Geography</p>  |
| <p><b><u>Outdoor Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract decimals</li> <li>• Find the difference between negative numbers</li> <li>• Estimate Volume</li> <li>• Understand the planets in the solar system</li> <li>• Identify how to improve sustainability in the school community</li> </ul>   |  |