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| **RE** How do people’s beliefs about God, the world and others impact on their lives? |

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| **Important dates/Enrichment** Trip to Veolia Materials Recovery FacilityPresentation Event for Parents/Carers  |

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| **PE** Athletics Cricket |

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| **Spanish** Inside my room, Prepositions**Music** Practise and extend learning of: knowing a range of notes, layering rhythm, using body percussion, performing notes from a major scale, using chord structure. |

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| **Year 5** **Summer 1** |

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| **Maths** Shape, Position and Direction**What you can do at home** Encourage them to complete homework. (see weekly explanation in reading diary)Revise times tables and division facts. What is the difference between area and perimeter?  |

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| **English**  Writing to Discuss and Entertain – Sustainability - Writing an Eco Tourism Blog and a Narrative based on the animation ‘Tabula Rasa’Grammar— Main and subordinate clauses, the ‘perfect’ form of verbs, colonsSpellings – ‘-tious’ spellings, ‘-ible’ spellings, ‘shul’ sound spellings**What you can do at home** Encourage your child to read 4 times every week and complete their reading diary. Test them on their weekly spellings.  |

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| **RHE – Relationships**Do I recognise when an online community feels unsafe or uncomfortable?Do I recognise when an online game is becoming unhelpful or unsafe?What is ‘too much screen time’? How can we reduce our screen time?  |

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| **Geography**  Enough for Everyone? Sustainability and Resources |

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| **Art**Greek Vases  |

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| **Computing**  Creating media – introduction to vector graphics. |  | **Science** Forces |

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