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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 Facility  Presentation 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, colons  Spellings – ‘-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 | | |  |  |  | | --- | --- | --- | | **Computing**  Creating media – introduction to vector graphics. |  | **Science**  Forces | |