





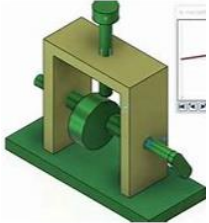
**Curriculum Statement: Year 5 - Summer Term 2025**

Welcome to the Autumn Term!	Year Group Web Page	Key Dates This Term	Reminders
<p>We hope you all had an enjoyable break. A big thank you for all your support last term. Staffing for the term is below: <b>The teachers in Year 5 are:</b> 5V- Miss Veseli 5B- Mr Brown 5S- Miss Sarno 5M – Ms McManus</p> <p><b>Teaching Assistants:</b> Miss Annisha Mrs Haned</p> <p><b>Head of Department:</b> Mrs Hanlon</p>	 <p>Please visit our year group page to see more <a href="https://tinyurl.com/yj5xmx5e">https://tinyurl.com/yj5xmx5e</a></p>	<p><b>School Closure Days:</b> Monday 5<sup>th</sup> May – May bank holiday</p> <p><b>INSET: (staff training)</b> Monday 21<sup>st</sup> July Tuesday 22<sup>nd</sup> July</p> <p><b>Half Term:</b> Monday 26<sup>th</sup> May - Friday 30<sup>th</sup> May</p> <p><b>Class photographer:</b> Wednesday 11<sup>th</sup> June</p> <p><b>GREEN DAY:</b> Environment awareness – Friday 20<sup>th</sup> June</p> <p><b>Planetarium Trip</b> ( Mulberry Woodside Academy) 5V and 5S Tuesday 22<sup>nd</sup> April 5B and 5M Thursday 24<sup>th</sup> April</p> <p><b>Tower of London</b> 5B and 5M Wednesday 23<sup>rd</sup> April 5V and 5S Friday 25<sup>th</sup> April</p> <p><b>Epping Forest Trip</b> Tuesday 10<sup>th</sup> June – 5V Tuesday 17<sup>th</sup> June – 5S Wednesday 18<sup>th</sup> June – 5M Wednesday 9<sup>th</sup> July – 5B</p>	<p>e.g. Homework etc</p> <p><b>ATTENDANCE:</b> Please remember the target for school attendance remains at <b>96%</b>. Report your child’s absence from school before 9.30am by telephoning 020 88075335 (Select Option 1 for Attendance) and advise us of the reason.</p> <p><b>JEWELLERY:</b> Please ensure your child does not wear any jewellery to school. Only a small watch and stud earrings in pierced ears are permitted for safety reasons.</p> <p><b>NUT ALLERGIES:</b> We are a healthy eating school and several children have severe allergies. Please <b>DO NOT</b> send any nut products or sesame seeds into school.</p>



		<b>Last day of term: Friday 18<sup>th</sup> July : 2.00 pm</b>	
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
<p>The children will participate in regular reading fluency sessions to develop their recognition of words and their comprehension skills. Every week the children will complete reading comprehension tasks based on one text. They will read different types of literature (fiction, nonfiction and poetry) and will be taught the vital skills they need in order to infer, retrieve facts, and understand vocabulary.</p> <p>Children should be reading at home every day for 20 minutes. Reading diaries will be checked at least weekly.</p>	<p>We use texts to help to inspire and develop writing skills.</p> <p><b>Our texts this term are:</b> The Man Who Walked Between the Towers, Mordacai Gernstein</p> <p>The Island, Armin Greder</p> <p>The Tempest, Shakespeare (Real Reads edition)</p> <p>Curiosity, the Story of a Mars Rover, Markus Motus</p> <p>Using these texts we will be writing in a range of genres, for example, newspaper reports, letters, diaries, narrative and debate</p>	<p><b>Shape</b> – classify, measure and calculate angles</p> <p><b>Position and Direction</b> – using coordinates to translate and reflect shapes</p> <p><b>Decimals</b> – add and subtract decimal numbers</p> <p><b>Negative Numbers</b></p> <p><b>Measure</b> – converting between units of measurement to solve problems</p>	<p><b>Living Things in their Habitats</b> – looking at the life cycles of animals and plants.</p> <p><b>Animals including Humans</b> – looking at how humans change over their lifetime from babies to old age. Understand gestation periods in different mammals.</p>
<b>History</b>	<b>Geography</b>		<b>PSHE</b>
<p>Ancient Islamic Civilization</p> <p><b>What are the differences in way of life between citizens of Baghdad and Britain in 900CE?</b></p> <p>What is a civilisation?</p> <p>What aspects of a civilisation might you focus on?</p>	<p><b>North and South America</b></p> <p><b>What are the pros and cons of living in a mega city?</b> How do maps help us explore locally, nationally &amp; globally?</p> <p>What are the key environmental regions, key physical and human characteristics, countries, and major cities of North America?</p>		<p><b>The Wider World</b></p> <p><b>Belonging to a community</b> - Protecting the environment; compassion towards others</p> <p><b>Media literacy and Digital resilience</b>- How information online is targeted; different media types, their role and impact</p> <p><b>Money and Work</b> - Identifying job interests and</p>



<p>What did the Early Islamic Civilisation know about the world around them? Who were the citizens of Baghdad? What does Al-Mansur's city tell us about him as a ruler?</p>		<p>aspirations; what influences career choices; workplace stereotypes</p>
<p>Art</p>	<p>Design &amp; Technology</p>	<p>PE</p>
<p><b>Sculpture</b> Looking at the work of Giacometti, children will design and create their own sculpture using wire and Modroc.</p> 	<p>Make a functioning CAM mechanism</p>  <p>What mechanical components are used and where are they positioned? How does a CAM lift a follower? How does changing the shape of a CAM effect the output?</p>	<p>Children may come to school in their PE kit on their PE days. PE kit must be a plain white t-shirt (or a school logo t-shirt), black or navy shorts, leggings or joggers and black trainers or plimsolls. 5C – Monday and Thursday 5B – Monday and Thursday 5V – Monday and Thursday 5S – Thursday and Friday The children will continue to take part in different physical activities, including Dance, Tennis and Outdoor Adventurous Activities.</p>
<p>Religious Education</p>	<p>Computing</p>	<p>Music</p>
<p><b>What can be done to reduce racism? Can religion help?</b></p> <ul style="list-style-type: none"> <li>• Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples</li> <li>• Discuss three or more suggested ways of reducing prejudice and racism</li> <li>• Consider and compare the teachings of two different religions about human unity</li> </ul>	<p>In computing this term children will be learning about the World Wide Web. They will investigate how it works, how websites are created and how we find the information we are looking for using search engines. They will investigate how search engines find and rank their results. Finally, they will consider ways to identify trustworthy information.</p>	<p>Year 5 will use technology to mix musical loops and beats. They will also listen to a composition by Ravel and compose similar music using xylophones.</p>