

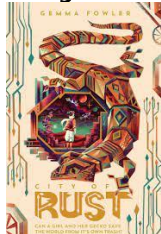

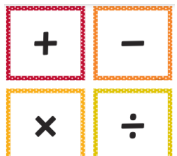












# Year 5/6 Summer Term Curriculum 2025

	Welcome to the Summer Term Curriculum Overview for Year 5/6. The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges, see effort as the path to mastery, learn from feedback and find lessons and inspiration in the success of others. We encourage this positive attitude to learning across the curriculum. In addition, we will continue to promote our school's values: Pride, Aspiration, Respect and Kindness.		<b>Design and Technology (DT)</b> 	<b>Structures</b> In this unit, the children will design and make their own model eco-home. They will learn that physical properties of houses can affect how good they are for the environment. Focusing of renewable energy sources and preventing energy consumption, they will choose materials that are good for insulation and reducing waste.
<b>English</b> 	<b>Poetry:</b> Children will study a selection of poems from the anthologies 'The Lost Words' and 'The Lost Spells'. We will explore the structural features of poetry in addition to the use of figurative language. <b>Explanation Unit:</b> This unit aims to develop children's precision with language and formal writing. <b>Narrative Unit:</b> Children will explore the futuristic story 'City of Rust' by Gemma Fowler. They will build on prior learning of different writing genres and use of high-level vocabulary to develop their writer's voice.		<b>Physical Education (PE)</b> 	<b>Cricket and Rounders:</b> Specialist coaches will be training the children on their cricket batting, fielding and bowling techniques. Alongside these sessions, they will be developing game playing skills in Rounders. <b>Tennis:</b> Children will develop their net games skills within this tennis unit. <b>Athletics:</b> Children will be focusing on these different elements within athletics: javelin, discus, shot put, long and short distance running as well as triple jump and long jump. <b>Swimming:</b> Children will be using the swimming pool to refine their techniques for the different stokes and ensure water confidence.
<b>Maths</b> 	<b>Year 5</b> <b>Fractions, Decimals and Percentages:</b> We continue to build on prior learning. <b>Geometry:</b> We will look at properties of shapes, measure angles using a protractor and describe position and direction using co-ordinates. <b>Measurement:</b> this aspect of maths learning will involve converting between different units as well as looking at volume and capacity.	<b>Year 6</b> This term the Maths curriculum is designed so that areas of work covered in the Autumn and Spring Terms can be consolidated, and where necessary extended, to ensure the requirements of the National Curriculum have been met. This consolidation enables the children to prepare for the National Curriculum tests. Children will also follow transition units of work to prepare for the start of Key Stage 3.	<b>Computing</b> 	<b>Computer Science - Micro:bits</b> In this unit of learning, the children will seek to become responsible, competent, confident and creative users of information and communication technology. Using the Micro:bits, they will work collaboratively to create, problem solve, apply their knowledge of coding and write computer programs using block coding.
<b>Science</b> 	<b>Electricity</b> In this unit, the children will explore what a battery is and create their own battery out of fruit. They will explore what voltage is and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. The children will also investigate how to increase the speed of motors through the creation of 'Scribblebots' and use recognised symbols when representing a simple circuit in a diagram. Throughout this unit, children will carry out the full range of enquiry types and associated scientific skills.		<b>Music</b> 	<b>Sea Shanties</b>  This term, the children will learn about sea shanties—traditional sailor songs used for teamwork and rhythm during ship tasks. They will explore their steady beat, call and response structure, and have a chance to sing and perform them.
<b>History</b> 	<b>Fashion Over Time</b>  In this unit, children will learn about how the role of fashion has changed in Britain over time. They will research how trade and travel have changed fashion, understand the role of fashion in Tudor Britain and consider how masculine and feminine fashion has transformed throughout time.		<b>Personal Social Health Education (PSHE)</b> 	<b>Relationships and Sex Education</b> Children learn about puberty, body changes, how babies are conceived and born, and what makes a healthy relationship and family.  <b>Personal Safety</b> Children learn to set boundaries, stay safe, recognise unsafe situations, and ask for help when needed.
<b>Geography</b> 	<b>Population</b>  In this unit, the children will explore how population growth affects the environment locally and globally. They will look at how populations are spread around the world and the reasons behind global population growth, such as better healthcare and improved living conditions. The children will also learn about the challenges this creates, including strain on resources, waste and climate change, and consider sustainable solutions to help protect the planet.		<b>Worldviews</b> 	<b>Who was the Buddha and what was his new idea?</b> Children will learn about Siddhartha Gautama's journey to becoming the Buddha and what it means to be "enlightened." They will explore his key teachings and reflect on their relevance in the modern world.  <b>Can different Worldviews act together for green action?</b> Children explore how different beliefs support caring for the Earth and reflect on their own views about the environment.
<b>Art</b> 	<b>Fashion Design</b> We are going to look at some contemporary fashion designers and use our sketchbooks to record things about the designers which interest us, or to note ways of working which may be useful. Then we will be designing and creating clothing for a small mannequin to wear that represents our own identity.  <b>Making Monotypes</b> In this pathway, we will explore how artists use the monotype process to make imagery. We will combine the monotype process with painting and collage to make visual poetry zines (books).		<b>French</b> 	<b>Year 5</b> will be looking at some French geography and learning how to understand and give directions around a town.  <b>Year 6</b> will be looking at global geography and travel as well as focussing in on other French speaking countries, such as Haiti.
			<b>Enrichment</b> 	<b>WB 28<sup>th</sup> April:</b> Skipping Week <b>Monday 12<sup>th</sup> -15<sup>th</sup> May:</b> KS2 SATs Week <b>Tuesday 20<sup>th</sup> May:</b> Sports Day <b>Wednesday 21<sup>st</sup> May:</b> National Numeracy Day <b>23<sup>rd</sup> and 24<sup>th</sup> June:</b> IVC Transition Days (Year 6 only) <b>27<sup>th</sup> June:</b> Year 6 Production – Dress rehearsal <b>Monday 30<sup>th</sup> June:</b> Year 6 Production –to parents/carers in the afternoon <b>Tuesday 1<sup>st</sup> July:</b> Year 6 Production –to parents/carers in the evening <b>Wednesday 9<sup>th</sup> Friday 11<sup>th</sup> July:</b> Year 6 Residential visit to Grafham Water <b>Wednesday 17<sup>th</sup> July:</b> Year 6 Leavers Celebration after school