



Teversham Church of England Primary School

Curriculum Plans Summer 2025 - Kite Class Year 5













Enrichment: Church visit and First Aid visitor




Trips: Anglesey Abbey

Marble treat: Outdoor wheels event

Learning will include:

<p>English</p> 	<p>In English this term, the children will be learning how to create and build tension in writing a narrative. Throughout this, we will be thinking carefully about how our literary features, such as short sentences and onomatopoeia can be used to build this tension. We will write explanation texts towards the end of the first half term linking with our geography unit which will focus on coasts, climate change and rising sea levels. After half term, the children will write poetry focusing on author Joshua Seigal, following on and re-capping our studies about The Highwayman in the Autumn term. We will learn how to write creatively and in an informal, entertaining manner. We will focus our non-fiction writing around persuasive texts; expect the children to come out with lots of creative ideas about why (or why not) they should have homework! In this unit we will learn persuasive features and continue our study of formal writing. As ever, we will continue developing our reading skills through 4 times weekly reading session focusing on deep dives into our class texts which will be (continuing) Brightstorm and George's Secret Key to the Universe.</p>
<p>Maths</p> 	<ul style="list-style-type: none"> • Fractions, decimals and percentages • Measure (including estimating, scales, money, time, length, mass, capacity and problem solving) • Statistics (line graphs and time graphs) • Angle (drawing, measuring and angles in different shapes including triangles and quadrilaterals and problem solving around this) • Geometry (area, volume, classification, nets, regular and irregular polygons, 2D and 3D shape) • Position (co-ordinates, reflections, translations and plotting points)
<p>Science</p> 	<p>Second Half Term: Animals including humans</p> <p>After half term, we will be drawing timelines to indicate different stages of growth and development of humans. We will also be comparing the gestation period of humans and other animals and investigate the development of babies. The children will learn about the changes experienced in puberty and look at the changes that other animals experience. This unit will be completed alongside our SRE unit in PSHE.</p>
<p>Religious Education</p> 	<p>Christianity</p> <p>First Half Term:</p> <p>Our big question we will be focusing on this term will be “What is the great significance of the Eucharist for Christians?”. Within this topic, we will be developing our Christian knowledge, thinking carefully about the Holy Communion and Jesus’ sacrifice on Christians’ behalf.</p> <p>Second Half Term:</p> <p>For the second half of the term, we will be thinking about our key question “Why do Christians think being a pilgrim is a good analogy for life itself?”. In this unit, we will be thinking how Christians go on a pilgrimage to somewhere that is important to their faith, leaving behind everyday concerns and spending time in the presence of God.</p>

<p>History</p> 	<p>The Mayans c.900AD:</p> <p>In this unit, children will delve into the world of the Maya. We will focus our studies around the year (circa) 900AD. We will learn about different aspects of how the Maya lived including looking at their settlements and belief systems. We will spend time analysing at primary and secondary sources to deepen our understanding of rich history around the Maya and to develop our skills as historians. Children will learn the value of cross referencing sources and looking at historiography with a critical view. We will then take the knowledge gained in this unit and compare and contrast the Maya civilisation with the Anglo-Saxon people living in Briton at the time. This will help children to develop their world view of history in a particular moment.</p>
<p>Geography</p> 	<p>Coasts, Fenland and Climate Change:</p> <p>In this unit, children will be continuing their understanding of human and physical world and how the world is changing. We will story what a coast is and learn the geographical features of coasts. We will then look at how humans use the coasts and how are coasts are changing. In particular we will look at coastal erosion and the impact of erosion. Rising sea levels will be a large feature of this unit and we will discover what climate change has to do with the sea levels rising and how this all might affect us in Cambridgeshire; rising sea levels means that the low lying land in the fens are liable to flood, putting people in our region at risk. We will also be optimistic! What can do to help turn the tide of climate change at individual, local and government level?</p>
<p>Music</p> 	<p>Machines and Minimalist Music:</p> <p>In music this term we will be complete our topic linked to machines. The children will compose using vocal and percussion sounds, singing songs playing accompaniments and listening to a variety of musical pieces. They will also be learning about Minimalist music. This will form the focus for an extended composition task which we will carry out using the musical software Musescore as well as for rhythm and listening tasks.</p> <p>Later in the term, alongside learning the songs for our summer production, the children will be learning about the different musical styles of the 20th Century. All their learning will be practical and involve them in listening, performing and creating.</p>
<p>Art and Design</p> 	<p>Sculpture: In art this term we are going to be using sculpture as a medium and focusing on Alexander Calder as an artist. We will learn more about the artist himself and will be paying particular attention to his piece, 'Lobster Trap and Fish Tail'. We will focus on mobile sculpture during this unit and in skills lessons children will learn the basic ways of joining wire and will be given time to experiment and play with different forms and shapes. We will end the unit by creating our own piece based on Calder's mobile sculptures by creating our own from wire. We are planning on taking inspiration from Angelsey Abbey</p>
<p>Design and Technology</p> 	<p>We have now completed our DT learning for the year.</p>
<p>Computing</p> 	<p>First Half Term: Introduction to vector graphics:</p> <p>In this unit, children will be creating their own vector drawings, learning that these are created using a selection of objects (shapes and lines). They will learn how to layer, group, and duplicate objects to create their using different drawing tools to help them create more completes pieces of work.</p> <p>Second Half Term: Programming (selection in quizzes):</p> <p>In this topic of computing, children will build on their prior learning of programming to develop their knowledge of <i>algorithms</i> and <i>selection</i> by revisiting how <i>conditions</i> can be used. They will learn about the <i>if, then, else</i> structure depending on whether a condition is <i>true</i> or <i>false</i>. The children will contrast programs in the Scratch and MicroBit environments to design a quiz by implementing their program.</p>

<p>Physical Education</p> 	<p>Summer 1: Athletics In this unit pupils will learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin. As in all athletic activities, children will be encouraged to consider how to obtain the best possible speed, height, distance or accuracy and long how to achieve their personal best.</p> <p>Summer 1: OAA (outdoor adventurous activities) In this unit, the children will work individually and collaboratively to solve problems, share ideas, create plans and find solutions. They will develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes.</p> <p>Summer 2: Tennis In this unit children will develop their knowledge of net and wall games. They will develop their tactical awareness, rallies, hand-eye co-ordination and awareness of the rules of tennis.</p>
<p>French</p> 	<p>This term we will be looking at sporting activities and giving opinions of sports. We will look at describing sporting events including preferences of sports and reasons why. We will discuss future holiday plans including in the 3rd person, holiday opinions and activities. The children will then present their future holiday plans. We will look at authentic famous French Literature works and consolidate our learning with Les Vacances du Petit Nicolas.</p>
<p>PSHE</p> 	<p>First Half Term: Managing Safety and Risk</p> <ul style="list-style-type: none"> • To know I am responsible for my own safety and how I can help to keep others safe • To know how to stay safe in the sun • To know how to safely get the attention of adults in an emergency • To know how to carry out basic first aid • To know how to stay safe around public transport and recognise the benefits of using public transport <p>Second Half Term: My Emotions</p> <ul style="list-style-type: none"> • To recognise the importance of having a strong sense of identify and self-respect • To know how to look after my mental wellbeing, as well as my physical wellbeing • To understand what mental health is, how common it is and what self-care techniques I can use • To recognise loneliness and how to manage feelings of isolation • To recognise strong emotions and how to manage these appropriately • To understand the problems and consequences impulsive online communication can have • To know how and whom I can get support from when things are difficult <p>SRE: During the next term, children will take part in learning on sex and relationships education. By the end of the unit, the children should be able to describe some emotions associated with the onset of puberty and have strategies to deal with these. They will understand that puberty affects people differently, both physically and emotionally. They will be able to describe some characteristics of a loving and trusting relationship and show awareness of some family arrangements which are different from theirs.</p>

Whole School Collective Worship Themes for Summer Term 2025



For the first half term, we will focus on the values of **hope and aspiration**. We will explore the hope that Jesus offers and how each of us can be hope carriers for one another. We will consider our aspirations for ourselves and for the wider world, thinking about a hopeful future for our planet. We aim to help children understand how they can play their part in creating a more sustainable environment and a better society. We want them to feel empowered to bring about positive change and to understand that that just because an action is small it doesn't mean that it isn't worthwhile.

In the second half of the term we will explore the value of **courage**. We will think about stepping outside of our comfort zones and overcoming fears, trusting that God is alongside us. We will learn stories from the bible in which people showed courage and did the right thing, not the easy thing- thinking about how we can do the same.

Joshua 1:9: Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.”

We continue to be very grateful for our local clergy and ministers who lead our worship each Wednesday.

We love because He first loved us. 1 John 4:19