







<p>As readers... we will be exploring a variety of fiction and non-fiction texts in our reciprocal reading sessions, discussing modern stories as well as those from different heritages across the world. In addition to this, children will also be revising reading strategies, understanding the best way to answer questions and how to use evidence to back up our written arguments.</p> <p>As writers... we will be recapping a variety of different writing styles, focusing on tone, purpose and audience. Through exploring our class book 'Son of the Circus' by E. L. Norry, we will immerse ourselves in the Victorian lives of Ted, his friends, and his father, Pablo Fanque, the first Black circus owner in Britain. We need to ensure that we have clarity, coherence, accuracy and cohesion throughout our work. First, to develop our empathy and characterisation, we will write diaries from the perspective of some main characters. We will also recap our narrative skills, focusing on ensuring that we are focusing on details, and that our atmosphere is coherent and stories well-paced: not too quick, and not too slow. Moving onto non-fiction work, we will recap and discuss what makes effective letter writing by first identifying key features and examples. We will also focus on tone when writing newspaper reports on the opening of Cambridge train station, ensuring that our work is always accurate and coherent.</p> <p>As speakers and listeners... we will learn how to express our ideas in front of an audience, utilising the fantastic skills children developed in our Shakespeare unit. We will learn how to be clear, persuasive, coherent speakers, and how to listen to others during debate.</p>	<p>Year 5 Summer 1</p> <p>Did the railways help or hinder the people of Cambridge?</p> 	<p>As scientists... we will learn that mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. As scientists, it is important to recognise how scientific understanding can have practical applications so we will use this knowledge to inform our designs for our DT unit and WOW day, when building working models of Victorian fairground rides.</p>
<p>As mathematicians... We will be learning to convert be units of measure. We will then move onto learning about geometry: different types of angles, identify and 3D shapes, and drawing and measuring using a protractor.</p>	<p>Core content knowledge...</p> <p>During this term, we will study local history, focusing on the development of the Cambridge railway, develop our understanding of mechanisms in DT and Science to create a working fairground ride, and continue to improve our writing by focusing on clarity (including handwriting), accuracy, coherence and cohesion. In Maths, we will work on converting units and will explore angles in geometry.</p> <p>As musicians.... we will be singing, playing and developing our musical literacy as well as ensemble skills in the performance of three Post-Modern classics: Time Lapse, Only You, and Somewhere Over The Rainbow.</p>	<p>As historians we will identify changes in the local area over time and discuss how significant events in history have shaped the country we have today. We will consider the different experience of Victorian people in Cambridge based on class, gender, age and race. We will use maps, diaries and other records to consider the benefits and drawbacks of the development of the railway and demonstrate our knowledge and understanding of both sides in a written newspaper report.</p> <p>As digitally literate children... we will look at how a flat-file database can be used to organise data in records. We will use tools within a database to order and answer questions about data, create graphs and charts from their data to help solve problems, and use a real-life database to answer a question, and present their work to others</p>

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<p>As sports people... we will be exploring different dance styles and heptathlon events. During Indoor PE, we will perform a range of dance styles, comparing their performances with previous ones and demonstrate improvement to achieve our personal best. During our Outdoor PE sessions, we will be developing a broad range of skills and learning how to use them in different ways to improve our running, jumping, throwing and catching technique, as part of the heptathlon events.</p>	 <p>As linguists we will develop our writing, listening, speaking and reading skills in French, and recap on our knowledge of fruits, veg, breakfast, and how to order at a cafe. Our new learning will focus on the clothing, where we will practise high frequency verbs and develop core vocabulary. We continue to recognise how the study of a language teaches and encourages us to respect others and allows us to expand our view of the world.</p> 	<p>As responsible and socially aware children... They will find out about earning money and how this can help support the wider community. They will explore the different ways we use this resource, including planned spending, saving, risk taking and debt and who can help when we need it. They will deepen their understanding of the difference between essentials and desires and how they may change according to individual circumstances, values, beliefs and culture. They will explore how our choices can impact locally and in the wider world through issues such as supply and demand and a simple look at world trade. They will consider what poverty is, in the UK and the wider world and the complicated feelings we may have about money. They will have experience of managing money in real situations, enabling them to apply their developing skills and understanding. This will involve making choices based on information we have about needs, wants, best value and the budget available, and keeping track of spending.</p> 
<p>As designers and artists... we will be using our skills and understanding of technical knowledge to design, make and then evaluate our work. As part of our DT unit and WOW Day to build a working model of a fair ride, we will need to generate, develop and communicate ideas as a group before selecting the appropriate materials and tools. Focusing on how to apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products (including gears, pulleys, cams, levers and linkages) children will ensure that their fairground ride is innovative, functional and appealing. We will also consider how projects are sold to audiences, and how to convey ideas, instructions and terms of use to customers. After completion, we will evaluate the effectiveness of the overall product, identify the key challenges that were faced and suggest improvements for the future.</p>	 <p>As theologians and philosophers... we will continue to develop our understanding of the significance of Easter to the Christian faith. We will explore the relationship between Jesus and the Holy Spirit, what Christians believe about their identity, and how character and roles shape their beliefs. We will also discuss the shared human experience through our terms: Beliefs, Discipleship, Forgiveness, Service and Symbolism.</p> 	
<p>This topic builds on our understanding of forces in science, and children's wider understanding of technology development in computing and science. In History, they will continue to develop their understanding of their local area, building on geographical work, whilst also developing their disciplinary knowledge of perspective, the importance of local history whilst appreciating the global, historical links Britain has with the rest of the world.</p>		