

Sutton Park Curriculum Map

Year 5, Summer 1

This term we will consider the question...

What is happening to our coasts and can further damage be prevented?

In previous years, the children have looked into how certain places change overtime. We will build on this with a study into how coastal erosion effects the coastal towns of the UK. To do this, we will be developing our ability to use map skills and focussing on 4 and 6 figure grid references. Children will then combine this with their understanding of the water cycle, allowing the opportunity to investigate cause and consequences in a real geographical issue.

PE will be on Monday and Thursday.
We will be doing tennis and rounders.

KASE

Our curriculum is designed to ensure the children build their knowledge whilst having opportunities to develop important attributes like teamwork and empathy. We plan for a clear progression of skills and provide a wealth of experiences to further their engagement and understanding. We therefore call this our KASE curriculum.

RE

In RE, we will be considering the question, what would Jesus do? We will think about how this influences the daily lives of Christians.

English

To continue to develop our skills as writers and readers, we will be using a key text to support our learning. We will be reading *Floodland* by Marcus Sedgwick. This text will support the children when writing descriptions of characters. To do this, we will continue to develop our oracy skills by using discussion to help us gather and strengthen ideas, with a focus on our growing vocabulary.

We will then be using our skills as geographer and writers, to produce an explanation text relating to an element of coastal erosion that is discussed in our book.

We will be using *Floodland* within our VIPERS sessions to continue to develop our skills as confident readers. There will be many opportunities this term to continue demonstrating our fluency as readers through shared reads with the class and partners.

Maths

In Maths, we will begin by revisiting place value, as this is a core skill that will be used continuously throughout this half term.

We will then begin to focus on problem solving and reasoning.

We will also revisit time, with a focus on converting between hours and minutes to ensure fluency and ability to show reasoning.

We will then focus on the four operations, deepening our understanding of why and how they can be used across many areas of maths and how secure times table knowledge is essential.

There will be daily mental maths in order to support this.

Geography

In Geography, we will be investigating coastal erosion. We will begin by exploring what coastal erosion is and why it happens. We will then look at the effects of coastal erosion on the people who live near and are impacted by it. We will think about where the coastal regions of the UK are, and which ones are most at risk. We will then think about what can be done to help prevent further damage. Alongside this, we will be looking at latitude and longitude in the context of map skills. We will use 4 and 6 figure grid references to locate significant places and landmarks. We will also think about what contour lines are and why they are important when working as a geographer.

PSHE and Thrive

In PSHE, we will be thinking about risks that the children may come across in life and how to manage them appropriately.

In Thrive, we will be developing our knowledge about emotions and how they affect us physically and mentally.

PE

In PE, we will be using our catching and batting skills to play tennis and rounders. There will also be swimming booster sessions.

DT

In DT, we will be looking at the work of Abraham Darby III. We will plan, design, and build structures which have reinforced sections. These structures will test our wood-working skills.

Art and Music

In Art, we will be exploring different water colour techniques, using the image *Five Paintbrushes* by Jim Dine as a stimulus to create our final piece. In music, we will be developing our singing skills, looking at riffs and how to add layers of voices.

French

In French, the children will be looking at greetings, food and conversations that may be held in a café.

Computing

In Computing, we will be developing their knowledge of 'selection' by revisiting how 'conditions' can be used in programming through Scratch.