

New Rush Hall School - Year 5 (Emerald 5): Summer

English	Maths	Science
<p>In English this term pupils will be reading:</p> <ul style="list-style-type: none"> - Coming to Britain - The Iron Man <p>Pupils will be creating our own narratives, sequencing stories, setting descriptions, writing newspaper reports and focusing especially on editing and improving our writing with specific focus on sentence demarcation, indicate possession by using the possessive apostrophe with singular and plural nouns, using inverted commas and other punctuation to indicate direct speech use of commas after fronted adverbials. In our reading session we will focus on retrieval, inference and summarising, from texts, images and videos, with a focus on current affairs as well as write from memory simple sentences dictated by the teacher that includes taught punctuation.</p>	<p>In Maths this term we will revisit the Maths Basics. This will include place value (read and write 5-digit numbers rounding to the nearest 1, 10, 100, 1dp rounding to estimate) time (Read, write and convert time between analogue and digital 12/24 hour clock, Months/Years, Days/Weeks), measure, the four operations and reading and analysing data. We will explore ways to use resources to support our Maths learning, so that we can problem solve across different topic areas including recognising and showing equivalent fractions, simplifying fractions, adding/ subtraction. Throughout the term, pupils will practise the times tables and improve our speed and fluency when recalling them, whilst using the online programme, Times Table Rock Stars.</p>	<p>In Science this term pupils will begin by explaining what they believe sound to be and how it's created. Pupils will spend time listening to different sounds and vibrations linking the sounds and the role of the ears on humans and animals. Pupils will research the structure of the ear and how be able to describe how sound travels from a source to our ears. This will lead to exploring how different instruments make different sounds: high, low, loud, quiet, record their findings. Pupils will use this knowledge to describe the difference between pitch and volume. Next, they will begin with re-capping prior learning of the human skeleton – bones and teeth. Create a model of the human skeleton and label the components that create it. Moving on to discovering the purpose of the brains and lungs and then establishing how pupils believe food travels through our body before focusing on the digestive system, and discussing its purpose, how we take nutrients from food and drink, and link this to each process of the digestive system.</p>
PSHE	Art	PE
<p>In PSHE this term pupils will explore charities. Pupils will understand that charities are businesses that exist to make a profit, but charities make money to help others around the world. Pupils will look at businesses/brands they know. They are to compare and contrast a charity with a profitable business. Pupils will be encouraged to think about why charities exist., i.e., to help people in poverty, or who are sick or animals that are endangered etc. Pupils will be given a choice of three charities, one for poverty, one for sickness and one for animals and then research the charities online, looking at history, ethos/vision, how they raise money and why they help the cause that they do etc Pupils will work together to think about opportunities in their everyday life that they can be giving charitable. They can use examples from the adults in their lives, ie give a homeless person money/food, volunteer their time on weekend, donate clothes to a charity shop, buy things from a charity shop etc. Pupils will choose a charity and think of a fundraising idea they can do in school to raise money.</p>	<p>In Art this term pupils will be exploring Tudor Artwork, in line with our learning in History. We will examine different artwork from Tudor times and identify common disciplines, including portrait miniatures, heraldry, jewellery and metalwork, decorative schemes for tournaments and illuminated manuscripts. Pupils will work together and evaluate the different art work and decide what aspects of the Artwork they like. Pupils will discover the different Art techniques used during Tudor times. Pupils will also be introduced to the artist Arcimboldo, examining his working detail working analysing the different materials he used including fruit, vegetables, flowers books. Pupils will work towards completing a portrait in the style of Arcimboldo.</p>	<p>In PE this term pupils will take part in Athletics and Table Tennis. Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and in different sports to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils will be taught to: use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Geography	History	RE
<p>In Geography this term pupils will be exploring the Amazon Rainforests. Pupils will use an Atlas e.g., the contents page and key. Locate Brazil and identify its features e.g., Amazon River, Amazon rainforest, capital city, proximity to the equator, surrounding seas/oceans. Use this information to create a map of Brazil. Next, explore different land-use in Brazil. Discuss how Atlas can provide information about how land is used e.g., farming, (agriculture) housing, transport e.g., motorways. Explain how urbanisation and deforestation is changing the land-use in Brazil. Using an Atlas, explore the climate of Brazil, make predictions about weather and climate, discuss how it will be different North and South i.e., proximity to the equator. Examine data detailing monthly average temperatures and rainfall. Next, pupils will locate the Amazon Rainforest. Define a rainforest, and the components of the rainforest e.g., forest floor, understory, canopy, emergent layer. Research the different biodiversity (plants and animals) found at each layer of the rainforest and why e.g., animals/plants who need sunlight will be at the emergent layer. Pupils will use the knowledge built over the topic, discuss what makes the Amazon important and how it should be preserved e.g., 'lungs of the world,' and the variety of biodiversity found in the rainforest.</p>	<p>In History this term pupils will be reintroduced to Henry VII and remind that he died so his son, Henry VIII became King, and his wife was Catherine of Aragon. Pupils will explore Catholicism at the time and that divorce was not allowed, explain that Henry wanted to divorce his wife and marry Anne Boleyn - how this led to him breaking away from the church and creating the Church of England that still exists today). Pupils will consider how his decisions reformed religion as it was known at the time. Next, pupils will learn about each of Henry VIII's wives, the marriages (including how and why they ended) and why his marriages are remembered. Pupils will discuss the impact of his decision making and link this to decision they have made and the impact these decisions had on them. Next, pupils will study why Edward VI became King when his father died (i.e., boys, before girls.) How did his age impact his reign? Moving on pupils will discuss how Mary's reign would have been different to her brother and father, as she and her mother were Catholics. Mary I's reign is often described as troubled, explore the reasons why (cause and consequences.) Discussing why her relationship was difficult with her sister and how this impacted her reign and examining how did the restoration of the Church of England become part of her legacy?</p>	<p>In RE this term pupils will learn about Jesus and Buddhism. Pupils will learn that Jesus told Parables, to teach people about God and how they should live their lives. Pupils will read the Parable of the Pharisee and the tax collector as an example. They will be asked to explain what message they think Jesus was trying to teach. Pupils will then be introduced to sayings such as 'if at first you don't succeed, dust yourself off and try again'. In groups, pupils will discuss the meaning of these sayings. They will work out a situation where their saying might apply and demonstrate this to the rest of the class through roleplay. Pupils will be introduced to story of 'The Widow's Mite'. Whilst telling the story, pupils will analyse each character's feelings and motivations. The class discussion will be about Jesus and what he was trying to teach from this Parable. Pupils will then be introduced to Buddha and some of the stories he told. They will learn that these stories were often very challenging and not everybody could understand the meaning easily. Pupils will work in pairs to investigate 3 Buddhist stories and then asked to speculate about the meaning of what Buddha was trying to teach people. Pupils will be encouraged to say whether they agree or disagree with the Buddha's teachings.</p>

Enrichment

As part of the Enrichment Programme, pupils will be given the opportunity to experience:

Box Up Crime: Pupils will have sessions with local social youth organisation Box Up Crime, whose vision is to harness the talents of young people. Boxing teaches determination, courage and perseverance. Pupils will take part in a programme designed to support their mental well-being physical fitness and stamina. They will learn strategies to manage self-control, manage their emotions and become more resilient. Evidence suggests that the skills and discipline that boxing requires supports focus in the classroom.

Horse Riding: Safety rules will be explained and followed. They will practise giving the horses simple commands such as walk on and will use horse riding equipment such as stirrups, a saddle and reins. Pupils will be encouraged to show respect for animals as they explore walking and trotting around the stables and in the woods.