

There's No Place Like Home

The main **Class Texts and Poems** for this theme are:

Fiction:

- The Highland Falcon Thief – M.G. Leonard
- Chaucer's Canterbury Tales- *Marcia Williams*
- Aesop Fables The lion and the Mouse

Non-fiction:

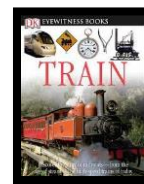
- DK Eyewitness Books: Train: Discover the Story of Railroads from the Age of

Poems:

- Benjamin Zephaniah
- From a Railway Carriage by Robert Louis Stevenson
- The Highwayman – Alfred Noyes

Additional cross curricular texts linked to theme

- The Railway Children
- Steam to the High-Speed Trains of Today



During this theme we will develop as

Mathematicians

As mathematicians, the children will focus on:

- Converting units of measure
- Calculating with whole numbers and decimals
- 2-D and 3-D shape
- Volume
- Problem solving

We follow the Mathematics Mastery scheme of learning.

Speakers, readers and writers

During the Summer term, the children will write:

- Character/setting description
- Autobiography
- Leaflet
- Short narrative (5 part)
- Explanation
- Instructions
- Poetry

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

Scientists

As scientists, the children will learn about;

- Animals including humans
- Living things and their habitats

Geographers

As geographers, the children will be finding out more about how our local area has changed including:

- Why the romans settled here
- The impact of the Great North Road
- Why the railway works were built here

Theologians (RE)

As theologians, the children will discuss:

- What it means to be a Muslim in Britain today

We will follow the Doncaster Agreed syllabus for RE

Historians

As historians, the children will investigate Doncaster's rich heritage of railway trains and engineering, including:

- The development and evolution of steam trains
- Why Doncaster became so important
- Sir Nigel Gresley and his record-breaking locomotives, The Flying Scotsman and The Mallard

As French linguists, the children will cover the following units:

- Seasons (N) - (Summer 1)
- The Environment (O) - (Summer 2)

We follow the CGP scheme of learning for Modern Foreign Languages.

Citizens (PSHE)

The children will begin by looking at the units 'Relationships' and 'Changing Me'. During these units we will think about:

- Knowing how to develop my own self esteem
- Understanding that puberty is a natural process that happens to everybody and that it will be ok for me
- Expressing how I feel about the changes that will happen to me during puberty
- Appreciating how amazing it is that human bodies can reproduce in these ways
- Identifying things I can do to reduce screen time, so my health isn't affected
- Recognising and resisting pressures to use technology in ways that may be risky or may cause harm to myself or others

This is not a statutory subject, and schools have the flexibility to decide on their own content, based on their context.

We follow the JIGSAW scheme of learning for PSHE

Artists

As artists, the children will produce artwork based on Roy Lichtenstein's pop art work by:

- To gain experience in overlaying colours.
- Start to overlay prints with other media.
- Demonstrate experience in 3 colour printing.
- Demonstrate experience in a range of printmaking techniques e.g. mono and relief
- Develop their own style using tonal contrast.

Designers (D&T)

As designers, we will make an electrical signal system for a train:

- Researching existing products
- Designing our own products
- Making their products using a range of tools, materials and equipment
- Sharing and evaluating their products

Musicians

As musicians, the children will listen to a range of songs, sing and play instruments.

We will focus on the following units:

- Dancing in the Street Motown Style
- Reflect, Rewind and Replay - Various styles
- The children will be taught the recorder, alongside their other units

We follow the Charanga scheme of learning for music.

Users of technology (Computing)

As users of technology, the children will learn about:

- Game Creator
- Concept maps
- 3d modelling

We follow the Purple Mash scheme of learning for computing.



BROOKE
PRIMARY ACADEMY

Year 5 Summer Term Theme Map



V E N N

Sports people

During Summer, the children will go swimming.

Spiritual, Moral, Social and Cultural (SMSC) citizens

The children will focus on:

- Knowing how to develop my own self esteem
- Recognising and resisting pressures to use technology in ways that may be risky or may cause harm to myself or others

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.