

### **Stunning start**

Walk around the school grounds, identify and classify what is growing, following in Darwin's Footsteps.

### **Fabulous finish**

We will show some of our pieces of work to Year 4 – this will include art, science and English work.

### **Learning and Life Skills**

Think! Think! Think!

Children will look at a range of different learning styles and what part of each learning style we like.

### **Art**

#### **Andy Goldsworthy**

Exploring the work of Andy Goldsworthy as part of our outdoor learning sessions, using leaves, flowers, twigs, feathers, pebbles and stones for 2D or 3D pictures and sculptures.

### **Maths**

- Perimeter
- Area
- Reading and drawing line graphs
- Reading and interpreting tables
- Classifying and measuring angles
- Polygons
- 3D shapes

### **French**

French adjectives of colour, size and shape

- Listen carefully and follow short sequences of instructions.
- Identify and respond to shapes described in French.
- Recognise some cognates.
- Describe shapes using colour, size or shape vocabulary.

### **Outdoor learning opportunity**

This term will be doing our block of outdoor learning on a **Friday** afternoon. See separate letter for further details.

Investigating conditions needed for plant growth using our school grounds and poly tunnel.

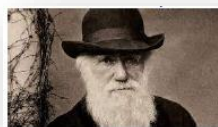


## **Year 5 - Summer Term 1**

### **Following in Darwin's Footsteps - What would you like to discover?**

### **Science**

- Describe plant and animal life cycles.
- Compare different animal life cycles.
- Explain asexual reproduction in plants.
- Observe and compare flower parts.
- Ask questions and use data to make predictions.
- Link ideas to the work of Charles Darwin.



### **PE**

Please note that PE will now be on a **Monday** and **Wednesday**. This half term our focus will be on Athletics and Stoolball.

Please ensure your child comes dressed appropriately dressed on PE days.

### **English**

We will use the key text 'Darwin's Dragons' by Lindsay Galvin in Book Talk and writing sessions as a stimulus for our work around Charles Darwin.

We will:

- Create and write a formal piece of writing based on our Science.
- Retell a chapter from the book.
- Write a biography.

### **PSHE**

#### **Theme: Citizenship**

Breaking the law, Rights and responsibilities and Protecting the planet.

### **Geography**

- Collecting and collating information
- Researching the Galapagos Islands.
- Map work, plotting the journey of the Beagle.

### **History**

- Time line of Darwin's life and impact on today.

### **RE**

Concept: Worship - Salat (Pillar 2)

Key Questions:

- Why is Salat (ritual prayer) essential to Muslims?
- Why do Muslims around the world use the same rituals and movements when praying?

### **Music:**

- Name key features of blues music
- Sing in tune with expression
- Explain what a chord is
- Play the 12-bar blues pattern
- Improvise using notes from the blues scale