

**Engage:**

**Express:**

### Literacy

**Chronological reports, Fact Files, Research Skills, Mystery stories, Play scripts**

#### Spoken Language

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
Ask relevant questions to extend their understanding and knowledge

Gain, maintain and monitor the interest of the listener  
Speak audibly and fluently with an increasing command of Standard English

Listen and respond appropriately to adults and their peers

Participate in discussions, presentations, performances, role-play, improvisations and debates  
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

#### Reading

Retrieve, record and present information from non-fiction  
Recommend books that they have read to their peers, giving reasons for their choices

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books and text books.

#### Writing

Note and develop initial ideas, drawing on reading and research where necessary

Use a wide range of devices to build cohesion within and across paragraphs

Precis longer passages

Assess the effectiveness of their own and others' writing  
Propose changes to vocabulary, Grammar and punctuation to enhance effects and clarify meaning  
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

Chooses which shape of letter to use when given choice and decide whether or not to use specific joins

## Personal, Social and Emotional Development

### PSCHE: Relationships

Changing an unfair situation

Being pleased for someone's achievements

Telling the truth, saying sorry or making amends

Helping someone who is feeling sad or lonely

### R.E.: What is faith and does it make a difference?

Pupils should learn:

- what the word 'faith' means in a religious sense
- the importance of religious faith in the well-known figures from history and now
- how faith is shown in action
- how and why choices are made
- moral decisions and their impact
- the influence of faith on other people in society
- how relevant faith is today

## SUMMER TERM 1 Objectives Pharaohs Year 5

## Physical Development

### Basketball:

Extend appropriate basketball footwork focusing on pivoting, triple threat position on and off the ball  
Dribble the ball with increased control and accuracy incorporating peripheral vision, dexterity, protection and speed

Apply dribbling techniques in a game situation

Demonstrate a variety of passing techniques

Receive the ball on the move with emphasis on signalling and communication

Choose when to lead the pass to a receiver whilst on the move

Refine the technique for shooting at a basket

Be able to receive a ball on the move, stop, control and shoot

Apply this shooting sequence in a competitive situation

## Understanding of the World

### Geography: Egypt and the River Nile

#### Place knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities

#### Human and physical geography

Describe and understand key aspects of:- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Science: Living things and their habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

### Computing: E-Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Food for Life

*Where does our food come from?*

Investigate different types of foods we eat.

Explore food preferences.

Grow and harvest our own fruits and vegetables.

### History Ancient Egypt

Learn about the achievement of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt; The Shang Dynasty of Ancient China

## Languages

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Read carefully and show understanding of words, phrases and simple writing

## Expressive Art and Design

### Drawing:

Experiment with shading and perspective to create form and texture.

Know that a short, hard line gives a different feeling to a more flowing one.

### Music

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression