



British Section, SHAPE International School

CURRICULUM OVERVIEW – Summer Term 2025

YEAR 5 - Apollo Class



English: This term, we will start with a poetry unit linked to the month of the military child. The children will use emotive language to describe their own memories and experiences of moving on. The children will study the texts *Escape From Pompeii* by Jim Eldridge and *Street Child* by Berlie Doherty. These books will support the children to write engaging and entertaining narrative texts, as part of our writing purposes curriculum. We will also look at picture books 'Her Story' and 'Fantastically Great Women Who Changed The World' by Kate Pankhurst. These books will act as a stimulus to support the children in their explanation texts and biographical writing, with a focus on writing to inform. The children will continue to produce engaging writing for a particular audience while ensuring that this is appropriate for the purpose. They will apply more advanced vocabulary and grammatical structures to their writing. Where possible, our writing will be linked to our learning across the curriculum.

In reading, the children - will continue to develop their **inference** and **prediction** skills, with a particular emphasis on developing their ability to participate in discussions about books that they have read or had read to them. They will be able to build on their own and others' ideas and challenge views courteously. They will focus on learning to distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction texts. As always, they will be encouraged and supported to nurture a love of reading and for this reason we encourage them to read a wide range of texts and to take ownership of their reading journals by completing these daily with their own personal comments. We will be working to develop more advanced reading comprehension skills with a focus on discussion and developing oracy skills.

In Spelling, year 5 will continue to follow the **Spelling Shed** scheme of learning and will focus on converting nouns or adjectives into suffixes, verb prefixes and how words are related by meaning of synonyms and antonyms. The children will also continue to learn how to spell the commonly mis-spelt words from the Y5/6 word list. **Home Learning:** *In order to practise developing the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record.*

Mathematics: Year 5 will continue to develop their mathematical understanding and knowledge by following the **White Rose** maths scheme and using the **concrete, pictorial and abstract** methodology. Each lesson will follow the simple three-part structure of a revision of prior learning (Flashback 4), exposition and practice of the new key learning (fluency) and by finishing with a problem-solving exercise (the application of learning). There will be a focus on **geometry** and the children will explore shape, position and direction. In **Number**, the children will build on prior learning and explore decimals and negative numbers. In **Measurement**, the children will learn to convert units and to explore volume and capacity. As always, the children will continue to build on their working knowledge of number and place value by applying number facts to a range of different contexts, building their confidence in mathematical problems. We will continue to revise multiplication facts, ensuring the children are able to quickly recall these and their inverse division facts. We will also continue to develop this children's confidence and mathematical skills through reasoning and problem-solving questions. The children will be encouraged to explain their thinking using advanced mathematical language. We will continue to revise and consolidate the children's working knowledge of number facts and recall of times tables so that they are able to apply these to their calculations successfully.



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Science:

Animals including humans:

This unit takes the children through six lessons where they learn how to describe the changes as humans develop to old age. The lessons will be delivered in sequence and will challenge the children to recall the knowledge and skills they have covered in previous lessons. They will learn to identify the key stages of a mammal's life cycle, explore the gestation periods of mammals, learn about foetal development, investigate the hand span of differently aged children, learn about changes experienced in puberty and finally describe the changes humans may experience during old age.

Living things and their habitats: This unit builds on work from previous years and deepens the children's understanding of life cycles, reproduction and animal characteristics. New concepts such as asexual reproduction and metamorphosis are introduced to help the children understand how life cycles are constantly progressing, whilst pre-existing concepts are continually referenced and built upon to aid recall and scaffold learning. A blend of science and creativity will capture the children's imagination during our investigations, where they will have the opportunity to dissect an egg, pretend to be David Attenborough or Jane Goodall as they research their favourite creature and even create their own reports on world-renowned scientists.

Computing:

Creating media – introduction to vector graphics

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognize that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

Programming B – Selection in quizzes

In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.

History:

This unit will focus on a study of how education for children has changed from Ancient Roman times to the present day. The children will use primary and secondary sources to help them to build a clear picture of the past. They will be able to explain how they have used sources to learn about the way education has changed. They will also be able to debate their own opinions and comment on how they would have enjoyed going to school in the past. We will also investigate whether education was always accessible for everyone and why this may have been the case.



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Geography: This term we will be looking at Earthquakes and volcanoes. The children will explore the structure of the Earth and label a diagram. They will describe what happens at the boundaries between the Earth's plates. They will learn to describe and explain the key features of a volcano. They will be able to locate a range of famous volcanoes around the world and research key facts, such as when the volcanoes last erupted. They will also evaluate the advantages and disadvantages of living near a volcano. This will lead on to our learning about Earthquakes. The children will learn to explain why earthquakes occur, they will be able to locate where famous earthquakes have occurred and research key facts. They will identify the effects of earthquakes on land and people, identify the help people might need after an earthquake and identify how to prepare for an earthquake.

Art and Design: Set design: Making and drawing

In this pathway pupils explore the work of set designers – in the first instance a set designer that works in theatre, and in the second instance a maker that creates sets for animation. Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music). Sketchbooks are used throughout to brainstorm, record, test and reflect.

Design and Technology:

Mechanical systems: pulleys or gears

The children will revisit their learning of forces from the Autumn term. They will be familiar with levers, gears and pulleys and will explore how to successfully build a lever, gear and pulley. We will explore how these mechanisms are used around us to make life easier for us. They will be consider which situations these mechanisms would be most appropriate in and evaluate their effectiveness.

Music:

This term, the children in Year 5 will study a unit entitled, 'Gamelan.' They will work together to perform music from Indonesia. The children will learn about the cultural significance of the music, how it integrates with other art forms and how musical expression can be adapted to tell a story. Pupils will compose music in small groups, notating their work in the gamelan grid system.



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**Religious Education:**

This term the children will discuss the key question, 'What does it mean to be a Muslim in Britain today?' Pupils will explore the five pillars of Islam and the importance of these to Muslim believers. The children will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.

PSHE: In PSHE, we will continue to focus our school's character virtues and learning powers to ensure that these support the children in their learning. We will also look at sleep and why this is so important to our well-being. There will also be a focus on personal identify and recognising and celebrating individuality. We will also explore the importance of keeping ourselves safe in different situations.

PE:

In PE the children will focus on athletics initially. They will revisit a range of skills, including to control their running speed so that this is appropriate for the distance to be covered and will be able to throw and jump appropriately to meet the demands of the task. They will develop their throwing techniques and will learn a range of throwing actions such as push, pull, sling and using different equipment. They will analyse their performance and will make suggestions to improve and explain how. We will also complete a unit on strike and field rounders where the children will learn the skills and rules of the game so that they are able to play confidently.

French:

In French, the children will learn about where we live, useful phrases for shopping and asking for directions.