



# Learning in Form 5 Summer 2025



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# Overview of Summer Term Curriculum Form 5

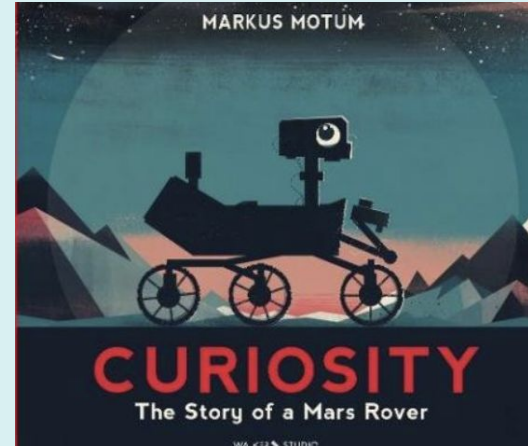
	Summer 1	Summer 2
<b>English</b>	<b>Street Child</b> by Berlie Doherty <b>Curriculum Link:</b> History - The Victorian Age  <b>Curiosity : The Story of Mars Rover</b> by Markus Motum <b>Curriculum Link:</b> Science -Astronomy  <b>Comprehension :</b> Traditional Style and Multiple Choice Practice in preparation for 11+	
<b>Mathematics</b>	<b>Place Value, Addition &amp; Subtraction, Decimals, Fractions &amp; Percentages, Multiplication &amp; Division, Measures, Data and Shape, Ratio, Proportion and Algebra</b>	
<b>Science</b>	<b>Astronomy</b>	<b>Meteorology</b>
<b>Knowledge (History)</b>	<b>The Industrial Revolution</b>	<b>The Victorian Age</b>
<b>Knowledge (Geography)</b>	<b>New Zealand and the South Pacific</b>	<b>Local Study</b>
<b>Art</b>	<b>Printmaking</b>	<b>Photography</b>
<b>STEAM</b>	<b>Balancing Sculpture</b>	<b>Spike LEGO - See it! Hear it! Build it!</b>



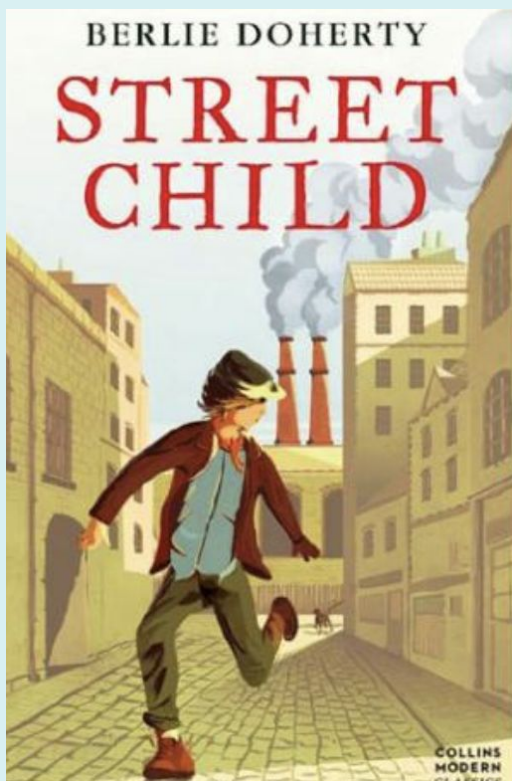
# ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.

The story of a Mars Rover's mission, begun in 2011, to find out more about Earth's neighbouring planet, narrated by the robot herself. This personalisation of Curiosity, named by a schoolgirl from Kansas, enables engagement with the many facts that are conveyed. Full use is made of each landscape double spread with the geometric style of the illustrations hinting at the scientific and mathematical calculations behind the robot's mission. Information is conveyed in a variety of ways, including fact boxes, a labelled blueprint drawing and a map.



- Potential Writing Outcomes :** 'Tell Me' book talk responses ▪ Curiosity journal ▪ Role on the Wall ▪ Job description ▪ Poster ▪ Research notes ▪ Non-chronological texts in choice of form, including multi-modal ▪ Illustration spread ▪ Hot-seating questions ▪ Writing in role ▪ Eyewitness accounts ▪ News piece in a choice of form ▪ Job application ▪ Diagrams, charts and graphic models ▪ Labelled diagram or model ▪ Double Bubble ▪ Oral presentation ▪ Competition entry ▪ Exhibition labels ▪ Speech ▪ Biography



This novel really does bring history to life. The reader gains insight into living and working conditions for poor children in the 1860s. Orphan Jim Jarvis makes his own way in life until he becomes the child who prompts Doctor Barnardo to set up homes for destitute children. Particularly memorable is the episode where Jim works shovelling coal for a waterman.

- Potential Writing Outcomes :** Annotations ▪ Biography Captions ▪ Family Tree ▪ Free Writing ▪ Glossary ▪ Non-Fiction ▪ Note of Advice ▪ Note Taking ▪ Pen Portraits ▪ Poetry ▪ Recounts ▪ Timeline



# SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of spelling.

## Revision of Sounds from the Autumn and Spring Terms::

Focus	Example Words
Words with the silent letter <b>b</b>	bomb, thumb, debt, numb, doubt, limb, subtle, subtlest, doubted
Words that contain the letter string <b>-ough</b>	terrible, possible, sensible, reversible, credible, legible, visible, edible
Homophones	cereal, serial, heard, herd, steel, steal, stationary, stationery, father, farther
Words ending in <b>-able</b>	understandable, suitable, enjoyable, adorable, reliable, enviable, miserable, breakable, predictable
Orange words (Common tricky words)	accompany, according, appreciate, attached, accommodate, aggressive
Words with the silent letter <b>t</b>	fasten, listen, hustle, soften, castle, jostle, whistle, bustle, thistle, listene
More orange words (Common tricky words)	rhyme, rhythm, symbol, system, forty curiosity, four
Words ending in <b>-ibly</b> and <b>-ably</b>	Understandably, suitably, comfortably, horribly, terribly, possibly, considerably, responsibly
More homophones	Allowed, aloud, guessed, guest, passed, past
Words ending in <b>-ent</b>	frequent, ancient, confident, patient, dependent, magnificent <b>Tip 1:</b> It is always safe to write -ent after soft c or soft g. <b>Tip 2:</b> It is almost always safe to write -ent after qu, ti or ci.
Words ending in <b>-ence</b>	patience, silence, dependence, confidence, violence, obedience, innocence
The <b>ee</b> sound spelt <b>ei</b>	receive, ceiling, conceit, deceive, seize, caffeine, receipt
Words ending in <b>-ant, -ance, -ancy</b>	observant, tolerant, hesitant, relevant, defiant, reliant, elegant, distant reliance, defiance, relevance, tolerance, distance hesitancy, vacancy
Words ending in <b>shus</b> spelt <b>cious</b>	precious, spacious, vicious, suspicious viciously, spaciously, graciously, suspiciously, maliciously, ferociously



# MATHEMATICS

*\*Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

<b>Week commencing</b>	<b>Learning Objectives for Summer 1</b>
21/04/25	Multiplication and Division: Mental multiplication/division problems; Problems with multiples, factors, scaling
28/04/25	Multiplication and Division: Grid, short and long multiplication
05/05/25	Place Value, Addition and Subtraction: Use brackets and order of operations
12/05/25	Measures and Data: Draw line graphs and conversion graphs; Concept of rate; line graphs
19/05/25	Multiplication and Division: Division problems with short division; Solve long multiplication problems

<b>Week commencing</b>	<b>Learning Objectives for Summer 2</b>
02/06/25	Algebra:Generate and use simple formulae; Solve equations with 2 unknowns
09/06/25	Algebra:Generate and and continue linear sequences Measures and Data: 24hr Timetables - calculate intervals
16/06/25	Data: Pie-charts; find the mean of a data set
23/06/25	Decimals and Fractions : Percentages and fractions of amounts; Multiply and divide fractions
30/06/25	Decimals and Fractions: Ratios, proportion and percentages Measures: Calculate volumes of cubes/cuboids
07/07/25	Measures: Calculate areas of different shapes

# MATHEMATICS

## CALCULATION METHODS

Below you will find a quick reference for some of the methods used to teach the mechanical aspects of mathematics this term.

### Multiplication and Division

#### Long Multiplication

$$16 \times 258$$

Grid method to work out the answer.



x	200	50	8	
10	2000	500	80	2580
6	1200	300	48	1548
				4128

Long multiplication.

$$\begin{array}{r} 258 \\ \times 16 \\ \hline 2580 \\ 15348 \\ \hline 4128 \end{array}$$

### Order of Operations (Using Brackets)

Work out  $4 + 16 \div 2$   
and  
 $(4 + 16) \div 2$ .



$$4 + 16 \div 2 = 12$$
$$(4 + 16) \div 2 = 10$$

Magda orders three books.

Each costs £3.95 and the postage and packing for each book is £1.95.

What is the total cost?

Write a number sentence using brackets to show what needs to be done.



$$3 \times (\pounds 3.95 + \pounds 1.95)$$

The order is:

1. Brackets
2. Multiplication/division
3. Addition/subtraction

Note that  $3 \times \pounds 3.95 + \pounds 1.95$  would mean that £1.95 would be the postage and packing for all three books!



# MATHEMATICS

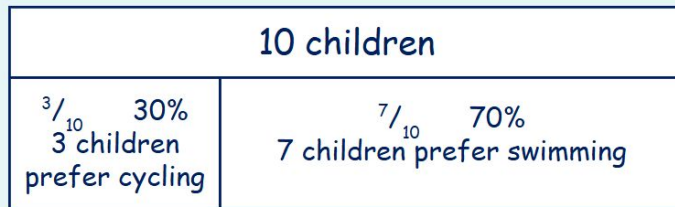
## CALCULATION METHODS

Below you will find a quick reference for some of the methods used to teach the mechanical aspects of mathematics this term.

### Ratios, Proportion and Percentages

What fraction of these children prefer swimming?  
What is this as a percentage?

In one group of 10 children, 3 prefer cycling and 7 prefer swimming.



30 children are asked. The same proportion of children prefer cycling. How many children is this?

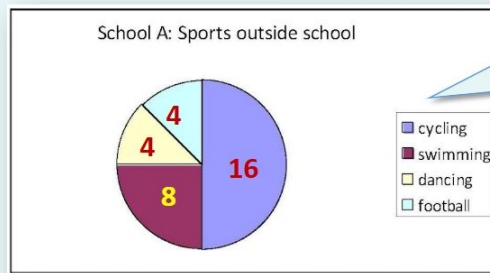


60 children were asked. How do we change the bar model diagram?

If the same proportion preferred cycling, how many would this be?

### Data

#### Interpreting Pie Charts (Using Fractions)

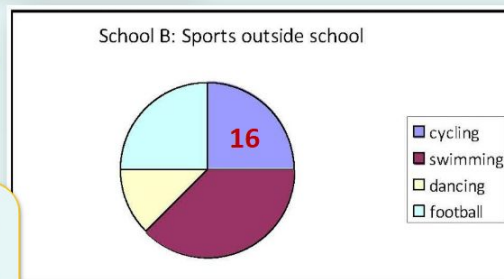


32 children in Year 6 voted in School A.

Half the children voted for cycling, and as half of 32 is 16, then 16 children must have voted for cycling. How many voted for the other sports?

The second chart shows results from 64 Year 6 children. Did more children vote for cycling in school A or B?

A higher proportion of children in school A voted for cycling but the actual numbers of children were the same:  
 $\frac{1}{4}$  of 64 is 16.







# SCIENCE

## Astronomy - Earth and Space

During this unit, the children will:

- Explore the solar system and its planets.
- Understand the heliocentric model of the solar system.
- Explain the Earth's movement in space.
- Explain the Earth's rotation and night and day.
- Explain the movement of the Moon.
- Design a planet using knowledge gained.



## Meteorology

During this unit, the children will:

- Learn how the atmosphere protects Earth and enables life.
- Explore how human actions can impact the Earth's atmosphere.
- Learn that the UK experiences six air masses affecting the weather.
- Learn that a weather front is a boundary where warm and cold air meet.
- Understand that thunder and lightning is caused by electrical charge moving through the air.
- Write a detailed weather report.





# GEOGRAPHY

## New Zealand and the South Pacific



Topic	Knowledge Goals
<b>New Zealand and the South Pacific- location and physical geography</b>	<ul style="list-style-type: none"> <li>• New Zealand is located in the South Pacific Ocean.</li> <li>• New Zealand has volcanoes, geysers and can experience earthquakes.</li> <li>• There are many small islands in the South Pacific</li> </ul>
<b>The history of New Zealand- The Maori</b>	<ul style="list-style-type: none"> <li>• Scientists think Maori people came from Polynesia to New Zealand around 700 years ago.</li> <li>• Maori people had their own language, traditions and beliefs.</li> <li>• The Haka is a traditional Maori dance that includes stamping, shouting and strong movements.</li> </ul>
<b>Earthquakes</b>	<ul style="list-style-type: none"> <li>• New Zealand experiences earthquakes because it is located on a plate boundary.</li> <li>• In 2011 there was an earthquake in New Zealand that caused buildings to collapse and many people died.</li> <li>• Changes can be made to buildings and water pipes to protect them from earthquakes.</li> </ul>
<b>Climate, biomes and animals</b>	<ul style="list-style-type: none"> <li>• New Zealand has a temperate climate with lots of rainfall and sunshine.</li> <li>• The kiwi bird is native to New Zealand and is a national icon.</li> <li>• Stoats are a threat to bird populations</li> </ul>
<b>South Pacific Islands</b>	<ul style="list-style-type: none"> <li>• Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean.</li> <li>• Easter Island is famous for its large stone statues of leaders who lived there long ago.</li> <li>• Environmental issues can cause problems for the Pacific islands.</li> </ul>

## Local Study

Topic	Knowledge Goals
<b>Geography of the local area</b>	<ul style="list-style-type: none"> <li>• Ordnance survey maps show where roads and buildings are located.</li> <li>• Local issues are things that people in a certain area are concerned about.</li> <li>• Local councillors are elected to the council to represent the views of local residents.</li> </ul>
<b>Sketch Maps (Fieldwork)</b>	<ul style="list-style-type: none"> <li>• A sketch map is a simple map, hand drawn, from memory.</li> <li>• A sketch map shows the location of places.</li> <li>• When we draw a sketch map we need to think about the relationship between places.</li> </ul>
<b>Local Issues</b>	<ul style="list-style-type: none"> <li>• Within a local area, there can be many different issues that concern residents.</li> <li>• Some local issues where we live</li> <li>• Geographers collect data to help understand local issues.</li> </ul>
<b>Data Collection (Fieldwork)</b>	<ul style="list-style-type: none"> <li>• In geography, collecting and recording data can give us more information.</li> <li>• When collecting data, we need to be accurate.</li> <li>• We need to analyse data to find out what information it shows.</li> </ul>
<b>Graphing data</b>	<ul style="list-style-type: none"> <li>• We can use data to create a graph.</li> <li>• A graph is a mathematical drawing.</li> <li>• Graphs are an easier way to see what information data shows.</li> </ul>

# History

## The Victorian Age

Topic	Knowledge Goals
<b>The Reign of Queen Victoria</b>	<ul style="list-style-type: none"> <li>• Victoria became Queen at 18 and ruled for almost 64 years</li> <li>• She had a successful marriage to the German Prince Albert</li> <li>• She became a symbol of empire and during her reign the British Empire became one of the largest empires the world had ever seen</li> </ul>
<b>Victorian Cities</b>	<ul style="list-style-type: none"> <li>• The industrial revolution caused cities to grow rapidly. This was called urbanisation.</li> <li>• Urbanisation was due to factories and industrial work concentrating workers in large urban areas.</li> <li>• Large cities experienced many problems, such as the spread of disease and overcrowding in poor slums</li> </ul>
<b>The Poor Law and the Workhouse</b>	<ul style="list-style-type: none"> <li>• During the Victorian period, poor people who lost their jobs would not be helped by the government.</li> <li>• Those without jobs were sent to workhouses, which were quite similar to prisons.</li> <li>• Workhouses were designed to encourage people to find work, so they made life extremely unpleasant for their inmates</li> </ul>
<b>Leisure</b>	<ul style="list-style-type: none"> <li>• The Great Exhibition took place in 1851 to showcase amazing objects and inventions from around the world.</li> <li>• So many people visited, and so many things were displayed there, that it was seen as one of the greatest achievements of the Victorian age.</li> <li>• It was organised by Prince Albert, Queen Victoria's husband, who took a strong interest in industrial and technological improvements</li> </ul>
<b>Life by 1900</b>	<ul style="list-style-type: none"> <li>• Many aspects of life by 1900 were not that dissimilar to today.</li> <li>• In 1870, Parliament made education compulsory for every British child up to 11 years old, beginning the age of mass education.</li> <li>• When Queen Victoria celebrated her Diamond Jubilee, it was captured on a new invention— the moving camera</li> </ul>



# History

## The Industrial Revolution

Topic	Knowledge Goals
<b>The Industrial Revolution</b>	<ul style="list-style-type: none"><li>• ‘Industrial Revolution’ describes moving from a society based on hand manufacturing and human/animal power, to a society based on machinery.</li><li>• It was characterized by the use of steam powered engines, the spread of factories and machines, mass produced goods and mechanised transport.</li><li>• The Industrial Revolution began in Britain from around 1750, but really took off around the 1840s</li></ul>
<b>Cotton Production</b>	<ul style="list-style-type: none"><li>• Spinning cotton using machines was far faster and cheaper than spinning cotton by hand.</li><li>• One of the most important inventions was the water frame, invented by Richard Arkwright.</li><li>• He built the first modern factory in England. The cotton used in Britain was often grown by enslaved workers in abroad</li></ul>
<b>Steam Engines and Trains</b>	<ul style="list-style-type: none"><li>• The first steam engine was produced by James Watt and Matthew Boulton in Birmingham in 1776.</li><li>• The steam engine meant that humans could use the energy in fossil fuels to create power.</li><li>• The first fully functioning passenger steam train was built by George Stephenson in 1830</li></ul>
<b>Iron and Coal</b>	<ul style="list-style-type: none"><li>• Much of the machinery and buildings needed by the industrial revolution (trains, railway bridges, and steam engines) were built out of iron.</li><li>• A new process for producing strong, cheap iron was perfected by a man called Abraham Darby during the 1700s, called the blast furnace.</li><li>• Steam engines and blast furnaces also needed a huge amount of coal, so coal mining became a very important industry.</li></ul>
<b>Children at Work</b>	<ul style="list-style-type: none"><li>• In mill towns, children were employed as ‘scavengers’ to move between the machines and ‘scavenge’ loose bits of cotton.</li><li>• In coal towns, children were employed as coal miners—as they were very small, they could be used to climb through narrow, underground tunnels.</li><li>• These jobs were extremely dangerous, and children often suffered horrific injuries, and even death.</li></ul>





# STEAM

## Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.



### Imagine Me, Imagine You : Balancing Sculpture

Children make 'balancing me' sculptures out of everyday objects. These will collectively demonstrate our similarities and differences, helping them to become more self aware and understand and connect through creativity and critical thinking.

### SPIKE LEGO - See it! Hear it! Build it!

This unit introduces Form 5 to ideas about light, sound, materials and animals. They'll plan and conduct investigations to gather evidence that objects can be seen only when illuminated and that vibrating materials can make sound. They'll determine the effect of placing items made of different materials in the path of a beam of light. They'll also use tools and materials to design devices – one using light and one using sound – to solve the problem of communicating over a distance. Finally, they'll design a solution to a human problem by mimicking how animals use their external parts to survive.





# PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children’s emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Relationships	Changing Me
<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self-and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility Coping with change</li> <li>Preparing for transition</li> </ul>





# PHILOSOPHY & ORACY

*Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.*

## **What is Sticky Questions?**

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There’s no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It’s not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk during Form time, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

## **Whole Class Philosophy Lessons**

<b>Debating Planet</b>	Topic : How Humans Should Be Theme: Equality
	Topic : How Humans Should Be Theme: Scales of Justice
	Topic : How Humans Should Be Theme: Right and Wrong
	Topic : How Humans Should Be Theme: How We Run the World
	Topic : How Humans Should Be Theme: Prejudice
	Topic : How Humans Should Be Theme: I Want to Break Free
<b>The Ethics of Time</b>	An enquiry based on the theme of time exploring questions such as: Can you own your own time? In what ways is time like money? If you invest time in something, do you earn interest?
<b>Horrible History</b>	Looking at the Horrible Histories TV programme and books to discuss: Is it more acceptable to joke about the past than the present? When should jokes be taken seriously? Is it right to make jokes about sad things to increase people's' interest in them?
<b>The Ring of Gyges</b>	The locus classicus for this story is Book II of Plato’s republic, where it features in a dialogue whether people only act rightly in response to social pressure. This story is used to stimulate discussion on : Why are people good? Why do we do the right thing when nobody's watching? If you believe in God, is someone always watching?



# Art

Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with the Knowledge curriculum, adding colour and texture to people, places and moments in time.

Summer 1	Summer 2
<p style="text-align: center;"><b>Printmaking</b></p> <p style="text-align: center;"><b>Key Vocabulary : screenprinting, intaglio (negative) printing, mono-print , edition, indirect, woodcut / wood engraving, linocut, drypoint/ engraving, etching, plate, block, printing press</b></p>	<p style="text-align: center;"><b>Photography</b></p> <p style="text-align: center;"><b>Key Vocabulary : expose/ exposure daguerreotype, roll-film/film, shutter, develop, negative print, Kodak, framing, photomontage, panning, documentary photography, viewfinder, abstract, composition</b></p>
<p><u>James Lesesne Wells, Printmaking portrait</u></p> <ul style="list-style-type: none"> <li>To learn about James Lesesne Wells and explore printmaking, and create a portrait that is based on his art.</li> <li>To learn about lines and draw a figure, and use different types of lines to add details to the composition.</li> <li>To learn about space and print from the positive space in my drawing as a result of pressing down the negative space in the foam.</li> </ul> <p><u>Coat of Arms Foam Print</u></p> <ul style="list-style-type: none"> <li>To learn about medieval coats of arms and create a personal coat of arms using symbols and patterns to represent myself.</li> <li>To learn about line and space and divide my coat of arms into sections, then create a balanced composition.</li> <li>To learn about the printmaking process and design and print multiple coats of arms, then select the best one to finish.</li> </ul>	<p><u>Portraits</u></p> <ul style="list-style-type: none"> <li>To learn about portraits and take a photography of a model.</li> <li>To learn about light and determine where to place my model for the best lighting, both indoors or outdoors.</li> <li>To learn about composition and decide between taking a close-up or a full-body photograph.</li> </ul> <p><u>Landscapes</u></p> <ul style="list-style-type: none"> <li>To learn about landscapes and take a photograph of an outdoor setting that interests me.</li> <li>To learn about lightning and consider the time of day in which I want to take my landscape.</li> <li>To learn about composition and use the rule of thirds, and find leading lines in my landscape to make my photograph look more interesting.</li> </ul>





# BEYOND THE ORCHARD



## SPORT



### PHYSICAL EDUCATION

#### Summer 1: Athletics

- To be able to confidently lead a relevant whole class warm up.
- To develop and refine their sprinting technique.
- To revisit sprint starts and their importance in sprinting events.
- To understand the main phases and teaching points for long jump.
- To understand the key teaching points for overarm throw using a variety of equipment.
- To understand what pacing means and why it is important in middle and long distance running.
- To look at a smooth and consistent baton changeover in a relay.

#### Summer 2: Tennis and Padel Tennis

- To develop basic hand-eye coordination.
- To look at the forehand and the backhand.
- To introduce the concept of the serve.
- To look at basic rallying.
- To be able to return a forehand and backhand from a teacher's feed.
- Introduction of simple match play and the difference between both sports.

### GAMES

#### Cricket

- To be able to confidently bat using the correct technique.
- To understand different types of batting attacking and defensive batting.
- To improve and demonstrate the correct bowling technique.
- To improve fielding practise and positional play.
- To enjoy working as part of a team and participate in competitive games.

### SWIMMING

- To continue to develop technique across all four strokes.
- To improve diving technique and confidence with entry into the water.
- To understand and learn the technique of turns.
- To improve confidence and stamina in the water.



# BEYOND THE ORCHARD



## Computing



### Programming the micro:bit

Design and make an animation, a pedometer, a polling programme and a scoreboard.

### Programming music

Applying programming skills to create a soundtrack.



## French



- To read and understand authentic French stories
- Epiphany: Qu'y a-t-il dans la galette?
- French pastry: Vive l'heure du gouter
- To use the bilingual dictionary to write my own sentences and create a new page of the story
- To write compound sentences with a range of adjectives to describe French pastry
- To adapt complex sentences in speaking, using adverbs of frequency
- To learn about maps in French: names of continents and oceans, imaginary lines
- Authentic poem: Léopold Sédar
- To use an atlas to find French-speaking countries
- To write sentences to locate countries and cities in the World map
- To take part in dialogues talking about languages and nationalities

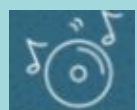
## Music & Performance

### Drama

During the Summer term, Form 5 will explore the art of acting for screen and TV. Students will learn to distinguish between acting for stage and acting for the camera, while expanding their vocabulary related to camera work and filming techniques. They will have the opportunity to perform in front of the camera as well as take on behind-the-scenes roles, gaining hands-on experience in various aspects of production.

### Music

Form 5 will study various aspects of the Blues, its history and importance in the genesis of musical genres such as Jazz, Soul and RnB. They will sing and compose short melodies which will include syncopated rhythms and altered notes using Garage band.



# Knowledge Organisers

## What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

## The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

## How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.



# New Zealand and the South Pacific



a place where two tectonic plates meet: New Zealand is located on a plate boundary (a plate boundary runs through the South Island)

plate boundary



a vent in the Earth's surface that sometimes ejects water and steam in a jet (Rotorua)

geyser



an opening in the earth's surface, usually in a mountain, where gas, magma and ash can escape (Mount Ruapehu)

volcano



a large landform that rises up above the surrounding land, formed by tectonic plates or volcanoes (Aoraki Mount Cook)

mountain



Maori

people living in New Zealand from the earliest times, **before the arrival of settlers** or colonists

earthquake

a **shaking of the surface of the earth**: some earthquakes are caused by tectonic plates moving

tectonic plates

huge **pieces of the earth's crust** and mantle that move around causing earthquakes and volcanoes

tsunami

earthquake under the sea can cause **huge waves** called Tsunamis: the word means "harbour wave" in Japanese

biome

a community of plants and animals that have **shared characteristics** due to the environment they live in

industry

activity where **raw materials are changed in goods** that can be used and traded

commonwealth

a group of **countries that voluntarily work together on issues such as human rights**: many of these countries used to be part of the British Empire



# Local Geography



## KEY VOCABULARY

sketch map

a simple, **hand drawn map**, from sight or memory, showing the key human and physical features in an area

graph

a **mathematical drawing** that shows information using lines, shapes and colours

analyse

to **look closely** at something and understand it

data

information, often **facts or numbers**, that can be collected and analysed to help us understand something

fieldwork

the process of **observing and collecting data** about people, cultures and natural environments

local councillor

a person elected to a local council to **represent the views of local residents**

resident

someone who **lives in a particular place**



## public management



### traffic

issues

- delays
- air pollution
- frustration

possible solutions

- congestion charging
- building new roads
- improving public transport



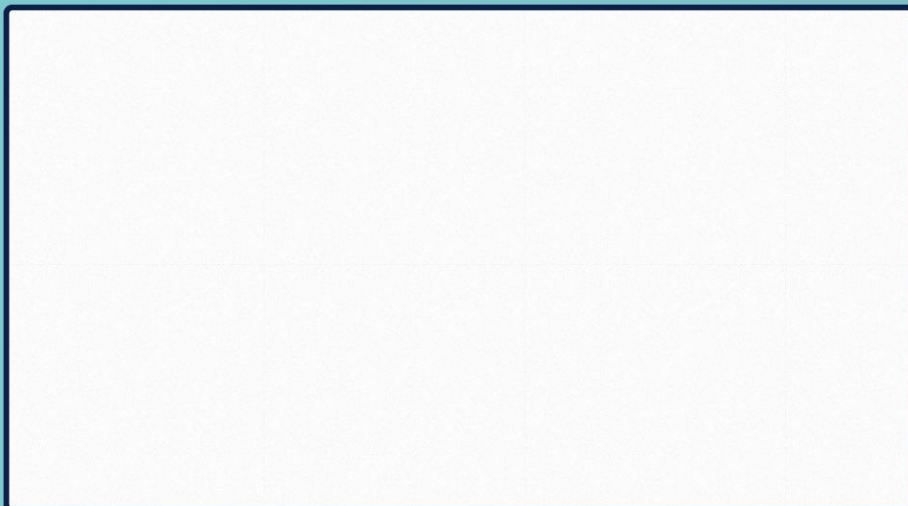
### litter

issues

- unhygienic
- unpleasant to look at
- dangerous for animals

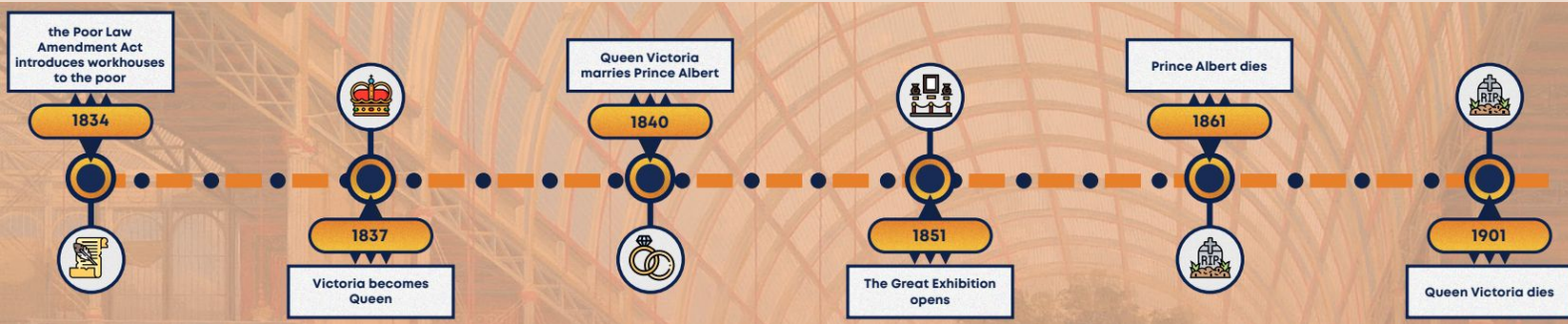
possible solutions

- increase waste collection
- provide more bins
- encourage recycling and reusing





# The Victorians



## KEY VOCABULARY

Victorian Age

the **period of Queen Victoria's reign**, from 20 June 1837 until her death on 22 January 1901

Industrial Revolution

the Industrial Revolution began in the 18th century and describes the **move from hand manufacturing** and human or animal power, to machinery

urbanisation

industrialisation caused people to move (migrate) from the countryside to **towns and cities**

slum

an **urban area where poor people lived** in cramped and dirty conditions

cholera

an **infectious disease** that causes severe vomiting and diarrhoea (caused by **dirty water**)

workhouse

a place where **poor people were sent to live and work**: they were like prisons, and people were treated very badly

The Great Exhibition

an **international exhibition that was held at Crystal Palace** to showcase industrial and technological advances from around the world

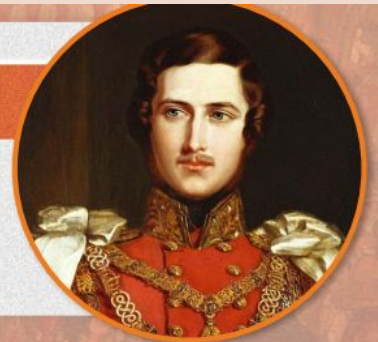
## Queen Victoria

reign 1837-1901  
(ruled for almost 64 years)



## Prince Albert

a German prince married to Queen Victoria in 1840





# The Industrial Revolution

Industrial Revolution began

1750

Richard Arkwright builds Britain's first factory

1771

first steam engine was produced by James Watt and Matthew Boulton in Birmingham

1776

first passenger steam train built by George Stephenson

1830



**Richard Arkwright**

discovered how to use water to power cotton spinning, so that a machine could make thread (and built the first modern factory in England)



**James Watt**

received the greatest recognition for being the inventor of the steam engine



**Abraham Darby**

invented a new process for producing strong, cheap iron during the 1700s: the blast furnace



**George Stephenson**

engineer who built the first public railway to use steam trains

## KEY VOCABULARY

**Industrial Revolution**

the 'Industrial Revolution' began in the 18th century and describes the move from hand manufacturing and human or animal power, to machinery

**locomotive**

the engine of a train that pulls the other coaches

**cottage industry**

a small business that is run from home

**factory**

a building, or groups of buildings, where goods are made using machines

**cotton spinning machinery**

cotton-spinning machinery refers to machines which process (or spin) prepared cotton into workable thread

**mass production**

when lots of products/goods are made at the same time

## steam train



## steam engine



# Knowledge Organiser: Earth and Space

## The Solar System



Mercury  
Venus  
Earth  
Mars  
Jupiter  
Saturn  
Uranus  
Neptune

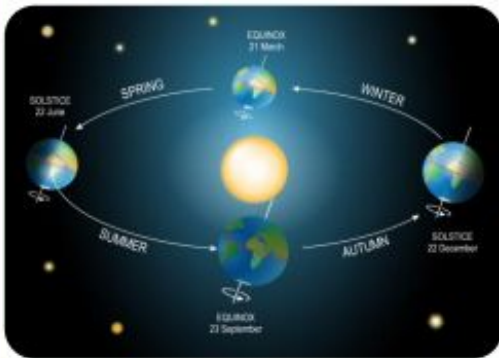
Copernicus developed the heliocentric theory that the sun was at the centre of the solar system. The planets orbit the sun in a circular pattern. Each planet has its own characteristics and features. The four inner planets are the rocky terrestrial planets. The four outer planets are the gas giants.

## Earth's movement

The Earth spins on its axis and completes a full rotation every 24 hours. The Earth is constantly rotating and orbiting the Sun - which takes 365 days. As the Earth rotates, it faces towards and away from the Sun. This creates the day and night cycle.



## Moon Phases



The moon orbits Earth in an oval pattern whilst spinning on its axis. The sun illuminates the Moon. The shadow of the Earth creates the moon's phases.

## The Sun

The Sun is a burning ball of gas which appears to move across the sky during the day. However, this movement is actually due to the Earth's orbit around the sun.

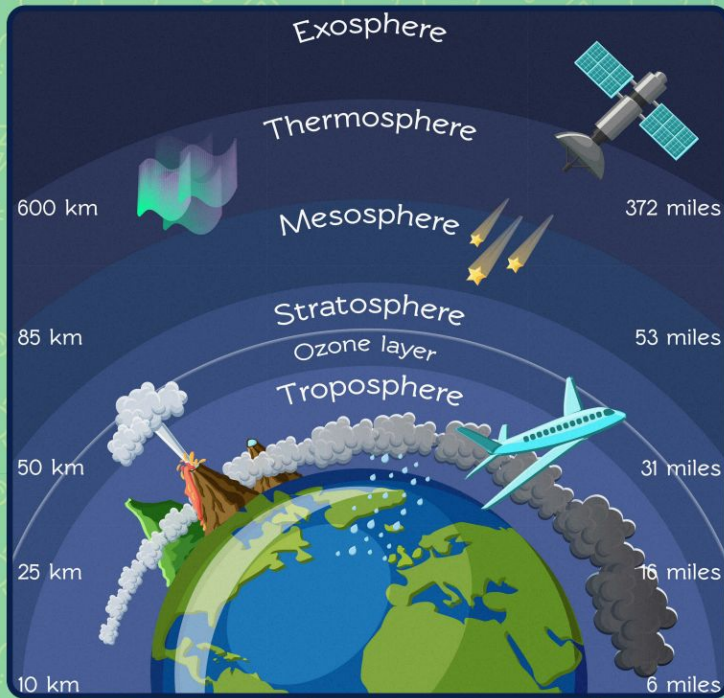
## Rocket Words

	heliocentric	The modern model of the solar system, which places the Sun at the centre
	geocentric	The old solar system model, which thought the Earth was at the centre.
	solar system	The name for the Sun and all planets and objects that orbit it.
	astronomy	The study of space, planets and the universe as a whole.
	terrestrial planet	The name given to the four inner rocky planets - Mercury, Venus, Earth and Mars.
	gas giants	The name given to the four outer planets - Jupiter, Saturn, Uranus and Neptune.
	axis	The (imaginary) line which a planet rotates around and tilts on.
	orbit	The path of a celestial object around another, such as Moon around the Earth.
	moon	A body which orbits a planet; also called a natural satellite.
	phase	The appearance of a Moon or planet, according to the amount of illumination.
	waxing	the name given to Moon phases when the Moon is becoming brighter
	waning	the name given to Moon phases when the Moon is becoming darker





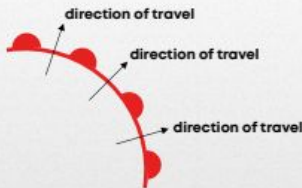
# Meteorology



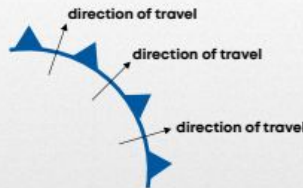
## KEY VOCABULARY

meteorology	the study of the <b>weather</b>
meteorologist	a scientist who <b>studies weather</b> patterns and climate
atmosphere	the layers of <b>air wrapped around the earth</b>
the ozone Layer	a layer in the atmosphere that <b>absorbs ultraviolet radiation</b> from the sun
weather	the current and temporary <b>state of air outside</b>
climate	the <b>weather conditions in a region</b> over a length of time
maritime climate	a climate influenced by the <b>sea</b>
air mass	a large <b>body of air</b> in the atmosphere
front	where two air <b>masses meet</b>
anemometer	a tool used to <b>measure wind speed</b>
lightning	an <b>electrical charge</b> moving through the air
thunder	a loud <b>rumbling or crashing noise heard after a lightning flash</b> due to the expansion of rapidly heated air

## warm front



## cold front



## thunder and lightning



### polar maritime air mass

from: Greenland / Arctic sea  
wet cold air brings cold  
showery weather

### arctic maritime air mass

from: Arctic  
wet cold air brings  
cold snow in winter

### returning polar maritime

from: Greenland / Arctic  
via North Atlantic  
moist, mild and unstable  
air bringing cloud and  
rain showers

### polar maritime air mass

from: Central Europe  
hot air brings dry  
summers, cold air brings  
snow in winter

### tropical maritime air mass

from: Atlantic  
warm, moist air brings  
cloud, rain and mild weather

### tropical continental air mass

from: North Africa  
hot dry air brings hot weather  
in summer

# Assessments

## Summer Term

### Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end (depending on the test). The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample

### Assessments taken by Form 5 children at Orchard House School in the Summer Term

#### **PTM (Progress Test in Maths)**

The Progress Test in Maths (PTM) is an attainment test that reflects current approaches to the assessment of Mathematics. Each test assesses key aspects of Maths appropriate to the age of the students, including Mental Maths for students. PTM measures students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem solving. This paper based test yields both raw scores and standardised scores, which provides teachers with much useful information that can be used for both formative and summative purposes. This test will be taken in weeks 6-7 of the Summer term during Maths lessons.

#### **PTE (Progress Test in English)**

The Progress Test in English (PTE) is a test designed to assess each student's attainment in English. It is a paper based test and is tailored to the age of the child. For example, phonic knowledge and skills will be tested in the youngest age groups; spelling, punctuation and grammar will be tested in later years. This test will be taken in weeks 6-7 of the Summer term during English lessons.

#### **NGRT (New Group Reading Test)**

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in paper form during the 3rd-4th week of term during English lessons.

#### **NGST (New Group Spelling Test)**

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

**CAT4** will also be taken by Form 5 ahead of 11+ meetings. This can aid decisions on school options.