

# Deer Class Term 5 Curriculum Overview

<p><b>Computing</b></p>	<p><b>What we are doing:</b> We will start our Digital Literacy strand where we will be discussing and looking at Online Safety, Apps, Websites, what is real online and what is not.</p> <p><b>How school will do this:</b> Students will learn about keeping personal information safe, not talking to strangers online, understanding what cyberbullying is and knowing who to talk to if they see something horrible online.</p> <p><b>How you can help at home:</b> Make sure students are aware of who they can talk to at home and school if they see something horrible online and remind them not to click on anything they are not sure of.</p> <p><b>Keywords:</b> Safety, Online, Website, Internet, Cyberbully</p>
<p><b>English</b></p>	<p><b>What we are doing:</b> This term, we are reading <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo. The story follows Edward, a china rabbit, on an extraordinary journey where he experiences love, loss and change.</p> <p><b>How school will do this:</b> Using <i>“The Miraculous Journey of Edward Tulane”</i> as a starting point, children will develop reading comprehension skills, explore character development and discuss key themes such as empathy, resilience and caring for others. Pupils will track Edward’s changing emotions and write diary entries and short letters from his perspective. In writing, children will develop their use of expanded noun phrases, fronted adverbials and varied sentence structures to create description and show changes in mood. They will revisit punctuation including commas for clarity and accurate use of paragraphs. These skills will be applied through retelling events, sequencing the story and writing from different characters’ viewpoints.</p> <p><b>How you can help at home:</b> Listen to your child read aloud regularly and talk about what they have read. The expectation is that your child reads for at least 20 minutes daily and records it in their reading diary. Breaking longer words into parts (“Fred-talk”) can also help with reading. Useful websites include: EdShed, BBC Bitesize, and Busy Things.</p> <p><b>Keywords:</b> empathy; resilience; love; loss; hope; journey; relationships; prediction; inference; perspective; diary writing; expanded noun phrases; fronted adverbials; punctuation; paragraphs; emotions</p>
<p><b>Forest school</b></p>	<p><b>What we are doing:</b> This term in Forest School, children will focus on animals; how they live and grow in different habitats. Using the signs of spring as our starting point, we will explore how environments change and how living things respond to these changes.</p> <p><b>How school will do this:</b></p>

	<p>Children will take part in a range of spring-themed outdoor activities, including wildlife hunts to spot animals and signs of the season. They will build simple shelters and nests, create mini habitats, and make bird feeders to support local wildlife. Alongside this, they will explore what is living and non-living, and learn what animals, including humans, need to survive, such as food, water, air and shelter. Respect for living things and the environment will be a key focus throughout.</p> <p><b>How you can help at home:</b> Encourage your child to spend time outdoors noticing animals and signs of spring. Visiting a park or garden and looking for birds, insects or animal homes can help reinforce their learning. Asking questions such as where an animal might live or what it needs to survive will support your child in developing their ideas and confidence.</p> <p><b>Key words:</b> Animals; habitat; shelter; survival; spring; wildlife; environment; living; non-living</p>
<p><b>Maths</b></p>	<p><b>What we are doing:</b> This term, children will be learning about money and how to measure length, volume and mass.</p> <p><b>How school will do this:</b> Children will build their understanding of money by recognising and naming different coins and learning their values. They will combine coins to make given amounts and begin to solve simple problems involving addition and subtraction in real-life contexts, such as shop role-play activities. They will also explore giving change in practical situations. In measurement, children will learn to measure and begin to record length and height using non-standard units (such as cubes) before moving on to standard units such as centimetres and metres. They will compare and order lengths and heights, using vocabulary such as longer, shorter and taller. For mass, children will use balance scales to compare objects and measure weight in grams and kilograms. They will describe and solve problems using language such as heavier and lighter. When learning about volume and capacity, children will measure and compare using practical resources such as containers, exploring full, empty, half full and capacity. They will begin to use standard units such as millilitres and litres.</p> <p><b>How you can help at home:</b> You can support your child by involving them in real-life situations, such as handling money when shopping or setting up a small shop game at home. Encourage them to measure ingredients when cooking or compare the weight and size of everyday objects. Talking about what they notice will help build their understanding and confidence.</p> <p><b>Key words:</b> money; coins; notes; amount; measure; length; height; mass; weight; volume; capacity; compare; order</p>
<p><b>Science</b></p>	<p><b>What we are doing:</b> This term, children will be learning about animals, including humans. They will explore how animals grow and change, looking at life cycles and how offspring develop into adults. Children will also learn about what living things need to survive,</p>

	<p>and begin to understand the importance of healthy living, including exercise, diet and hygiene.</p> <p><b>How school will do this:</b> Children will learn about different animal groups and compare how offspring grow into adults, including humans. They will explore simple life cycles, such as those of humans and other animals, and begin to understand the stages of growth. Through discussions and activities, children will learn about basic needs for survival and how these are met in different environments. They will also focus on healthy living by learning about the importance of a balanced diet, exercise and good hygiene. Practical activities, stories and simple investigations will help children understand how to keep their bodies healthy and how humans are similar to other animals in their needs.</p> <p><b>How you can help at home:</b> You can support your child by talking about how they have grown and changed since they were a baby. Looking at baby photos and discussing life stages can help build their understanding. Encourage healthy habits such as regular exercise, balanced meals and good hygiene routines. Useful websites: <a href="#">Animals including humans - KS1 Science - BBC Bitesize</a></p> <p><b>Keywords:</b> animals; humans; offspring; life cycle; growth; survival; food; water; air; exercise; healthy; hygiene; diet</p>
<p><b>Humanities</b></p>	<p><b>What we are doing:</b> This term, children will be learning about different religions by exploring a variety of places of worship. They will learn about key features and understand why these places are special to people of different faiths. The focus will be on Hinduism, Buddhism and Islam, helping children to develop respect and awareness of different beliefs and traditions.</p> <p><b>How school will do this:</b> Children will explore a Hindu mandir, a Buddhist temple and a mosque, learning about the key features found in each place of worship. They will look at and handle a range of artefacts from each religion, helping them to understand their meaning and importance. Through images, videos and discussions, children will learn about how people worship in these places, including prayer, reflection and community gatherings. They will take part in activities such as matching artefacts to the correct religion, drawing and labelling features of places of worship, and comparing similarities and differences between them. There will also be opportunities for children to ask questions, share their ideas, and reflect on what makes a place special to them.</p> <p><b>How you can help at home:</b> You can support your child by talking about special places that are important to your family or community. Reading stories about different religions or looking at pictures of places of worship can help build understanding. Encourage your child to ask questions and share what they have learned in class. Useful websites: <a href="#">What is Hinduism? - BBC Bitesize</a> <a href="#">What is Buddhism? - BBC Bitesize</a> <a href="#">What is Islam and what do Muslims believe in? - BBC Bitesize</a></p>

	<p><b>Keywords:</b> Religion; worship; mandir; temple; mosque; prayer; belief; community; artefact; respect</p>
<b>PSHE</b>	<p><b>What we are doing:</b> This term, our lessons will be focused on relationships, based on the topic ‘Caring friendships and respectful relationships’.</p> <p><b>How school will do this:</b> The students will learn about relationships, focusing on understanding how to build positive, healthy friendships and how to look after their own wellbeing. Students will explore how to manage disagreements kindly, recognise feelings like loneliness, and communicate well — both in person and online. Through scenarios and guided discussions, they will learn how good friends listen, include others, and treat people with respect. The learning will also focus on helping students stay safe by understanding personal boundaries and privacy. Students learn what safe and respectful contact looks like, how to seek or give permission, and what to do if something feels uncomfortable. We teach these topics in a sensitive, age-appropriate way, giving the students clear strategies for keeping themselves safe and knowing when to speak to a trusted adult. Our aim is to help every child grow confident, respectful and secure in their relationships.</p> <p><b>How you can help at home:</b> Have discussions around this topic: encourage your child to think about what makes someone a good friend, how they can show kindness in everyday situations, and how to express their feelings safely. Talk about personal boundaries, online behaviour, and when it’s important to ask for help. Share examples from real life to reinforce these ideas.</p> <p><b>Keywords:</b> respect; empathy; boundaries; consent (age-appropriate understanding of permission); inclusion</p>
<b>PE</b>	<p><b>What we are doing:</b></p> <p><b>How school will do this:</b></p> <p><b>How you can help at home:</b></p>
<b>Swimming</b>	<p><b>What we are doing:</b></p> <p><b>How school will do this:</b></p> <p><b>How you can help at home:</b></p>
<b>Cooking</b>	<p><b>What we are doing:</b> This term, children will continue developing their cooking skills, building on what they have learned in previous terms. They will focus on preparing simple, healthy foods with increasing independence, while deepening their understanding of where food comes from and how to make healthy choices.</p>

	<p><b>How school will do this:</b> Children will build on their existing skills by preparing a range of simple recipes with greater confidence and independence. They will practise and refine techniques such as cutting, peeling, mixing and assembling ingredients safely. They will continue to explore a variety of ingredients, tasting and describing flavours, textures and smells, and thinking about how foods can be combined to make healthy meals. Children will follow simple recipes, measure ingredients more accurately, and develop their understanding of hygiene and food safety. There will also be opportunities for children to evaluate their food, discussing what went well and how they could improve their recipes or techniques.</p> <p><b>How you can help at home:</b> You can support your child by involving them in cooking at home, such as helping to prepare simple meals or snacks. Encourage them to take more responsibility, such as measuring ingredients or following a recipe. Talking about healthy choices and trying new foods will also support their learning.</p>
<p><b>Music</b></p>	<p><b>What we are doing:</b> Our theme this term will be Amazing Animals and Call &amp; Response Using voices and instruments to call and respond, we will copy rhythms and learn different call and response songs including a traditional Ghanaian call and response song. We will progress onto thinking about animals and how they communicate by creating our own call and response sounds and rhythms.</p> <p><b>How school will do this:</b> During our lessons we aim to: Create short sequences of sound. Copy a short rhythm. Learn a traditional song from Ghana. Create rhythms based on call and response. Add dynamics (volume) to a structure of rhythms. We will also be thinking about Valence Has Talent and see if we would like to perform something individually or as a class.</p> <p><b>How you can help at home:</b> Ask your child if they would like to perform in Valence Has Talent this year? What does your child like Do they have a favourite song they could suggest for the class to perform?</p> <p><b>Key words:</b> call and response, rhythms, dynamics, repeat, sing</p>
<p><b>MFL Turkish</b></p>	<p><b>What we are doing:</b> This term, we will be going over the vocabulary learned so far. We will explore famous historical places in Istanbul, such as Hagia Sophia (Ayasofya), the Blue Mosque (Sultan Ahmet Camii), Chora Church (Kariye Camii), the Basilica Cistern (Yerebatan Sarnıcı), Galata Tower (Galata Kulesi), Dolmabahçe Palace and the Grand Bazaar (Kapalıçarşı).</p> <p><b>How school will do this:</b> Children will practise basic spoken Turkish through activities that help them recall</p>

greetings, colours and numbers with increasing confidence. They will then build on this by learning new vocabulary related to places in a city, directions and visiting famous landmarks, focusing on significant historical sites in Istanbul such as Hagia Sophia, Sultan Ahmet Mosque, the Basilica Cistern and Galata Tower. As part of their speaking and listening work, children will practise useful everyday phrases for visiting places, asking simple questions and giving short descriptions. They will also research their favourite place in Istanbul and create a leaflet to promote that place in Turkish, using key vocabulary such as colours, size and simple opinions (e.g. “big”, “beautiful”, “very nice”).

**How you can help at home:**

You can explore information together about Istanbul’s famous historical places such as:

Hagia Sophia (Ayasofya) [Hagia Sophia | Ayasofya Grand Mosque Istanbul Turkey | Official Guide](#)

Sultan Ahmet Mosque (Blue Mosque) [Sultanahmet Istanbul Guide 2026: What To See, Do and Explore](#)

Basilica Cistern (Yerebatan Sarnıcı) [Basilica Cistern Istanbul | Complete Visitor Guide 2026](#)

Galata Tower (Galata Kulesi) [Galata Tower: A Journey through Istanbul's Iconic Landmark](#)

Dolmabahçe Palace [Dolmabahçe Palace: Discover Istanbul's Majestic Landmark](#)

Grand Bazaar (Kapalıçarşı) [Grand Bazaar: Opening Hours & Shopping Tips \(2026 Guide\)](#)

**Keywords:**

Nerede? (Where is it?); big – büyük; small – küçük; beautiful – güzel; very beautiful – Çok güzel; I like... – ... seviyorum; Let’s go – Hadi gidelim; Ticket – Bilet; Museum – Müze; Mosque – Cami; Tower – Kule; Palace – Saray; Market / Bazaar – Çarşı