

# Curriculum Information

## Year 5 Summer Term 2026



Welcome to our final term in Year 5! I hope you all had a lovely Easter break and managed to spend some quality time together.

During this term, Year 5 are looking forward to their 'Crime and Punishment' topic, where the children will learn about developments throughout history. This topic will be enhanced by an amazing trip to Ripon Museums on Tuesday 5th May.

Year 5's PE days this half term are Mondays and Tuesdays so please ensure that children come in their PE kits on these days. Swimming will continue on Mondays until the end of the year.

We will continue to communicate class activities and celebrate your child's personal achievements with you via Arbor!

### Maths

#### Area and Perimeter

- Measure and calculate perimeter and area of regular, irregular and compound shapes.

#### Statistics

- Draw, read and interpret line graphs.
- Read and interpret tables and two-way time tables.

#### Shape

- Classify, estimate and measure angles.
- Draw lines and angles accurately.
- Calculate angles around a point and on a straight line.

#### Decimals

- Adding and subtracting with decimals.
- Multiplying by 10, 100 and 1000.

We will continue to use 'Flashback 4' and our 'Daily Drilling' to consolidate and further develop our four operations and previously learned work. The best way to support at home is to continue using TTRockstars to support fluency.

### English

#### Spelling Strategies

- Homophones, near homophones and words with hyphens.
- Spellings will be set on Tuesdays and tested through a consolidation activity on Monday and can be accessed at home on Spelling Shed.

#### Grammar and Punctuation

- Use a variety of punctuation: , " ' ( ) ! ? -
- Persuasive devices and emotive language.
- Developing cohesion throughout a piece of writing.

#### Writing Text Types

- Persuasive letter
- Diary entry

#### Reading

Children will read a range of fiction and non fiction texts and develop their skills in inference and retrieval as well as engaging in their upcoming class text 'Holes' by Louis Sachar and 'Street Child' by Berlie Doherty.

## **Science**

In Science, Year 5 will be looking at 'Animals Including Humans', where they will identify changes throughout a human's lifetime, record data about the growth of babies and look at the gestation periods of different animals.

They will then go on to look at 'Life Cycles' including plants and how they reproduce through pollination or cloning. They will also compare the life cycles of mammals, insects, birds and amphibians.

## **History**

Throughout our Crime and Punishment unit, the children will compare the law systems and punishments from the Roman, Medieval and Victorian eras. They will be developing their historical skills using primary and secondary sources as well as thinking about chronology.

In their Saltaire topic, children will delve into local history, further developing their source work skills and comparing how different groups of people lived during the 1800s.

## **Art and Design**

In their DT unit, Year 5 will be developing their woodwork skills. They will be designing, making and evaluating structures to support local wildlife. They will learn to use tools including saws, hammers and screwdrivers as well as carefully following their plans and measurements.

They will then move onto their sketching unit inspired by the work of Devid Hockney. The children will look at perspective, tone and blending whilst exploring different pencil grades. They will also get a chance to see some of Hockney's work on their trip to Saltaire at the end of the summer term.

## **Music**

In Music, Year 5 will be looking at Reggae music, focusing on Three Little Birds by Bob Marley. The children will develop their understanding of the origins, history and social context of Reggae music as well as learning to perform using harmonies, chords and composition to create their own arrangement of the song.

The children will also explore the music of Bali, looking at gamelan music and vocal chanting. They will then go on to look at composing their own music using the pentatonic scale and ternary form.

## **Spanish**

Year 5 will continue developing their Spanish vocabulary by looking at Spanish speaking countries. They will learn how to describe different geographical features, flags and capital cities to talk about different countries in Spanish.

## **P.E.**

Year 5's PE days are Monday and Tuesday, please ensure that children wear their PE kits on these days, swimming kits on Mondays.

Over the summer term, the children will be continuing to develop their swimming strokes and personal survival skills. They will also work on athletics and jujitsu.

## **R.E.**

This term, Year 5 will be looking at the question, 'What values do people live by?' They will explore how different religions and worldviews provide guidance for their followers on how to live a good life. Some codes they will look at are the Ten Commandments, the Five Pillars of Islam and the Jewish principles of Tikkun Olam.

## **Computing**

This term, Year 5 will be looking at creating vector graphics. They will be using the FreeForm app to combine shapes, use layers and create images demonstrating an understanding of a range of digital tools to create artwork.

They will then move on to look at coding and how selection can be used. They will use block code to use selection to design their own quizzes.

## **PSHCE**

This half term, Year 5 will focus on their unit 'Being My Best', this will see the children reflecting on their qualities, recognising their skills and roles in the school community and how they can develop independence and responsibility.

Children will then go on to look at 'Growing and Changing', where they will think about taking notice of changes in emotions as well as body changes through puberty.

The children can also look forward to their SCARF RSE workshop on Thursday 7th May, more information is available at our Parent Workshop at 2:15pm on 20th April.

## **Home Learning**

Reading - We recommend that children read at least 3 times a week for 20 minutes and ask that they are given the opportunity to talk about the text, thinking carefully about what they have read.

Spelling - Spelling challenges are available on SpellingShed each week.

TTRS—Children can practise their times tables and build their fluency using TTRockstars.

If there is anything you would like to discuss in person please let me know and we can arrange a date and time. If you have any questions please feel free to email me or catch me at pick up/drop off

# Knowledge Organiser



## Year 5 - Being My Best

### Key questions

#### **Growing Independence and Taking Responsibility**

How does someone become more independent as they grow older?

What responsibilities do teenagers have?

Does having more independence mean having more responsibility?

Why?

#### **Media Awareness and Safety**

Are media images of celebrities true? How can media images of celebrities make someone feel?

What non-physical qualities make people attractive? Why?

### Key vocabulary

perseverance media-influence

kindness celebrities

independence patience

resilience consideration

confidence

personal qualities

### I can ...

I can give an example of when I have had increased independence and how that has also helped me to show responsibility.

I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

# Knowledge Organiser



## Year 5 - Growing and Changing

### Key questions

#### Managing Difficult Feelings

Why do people have good and not so good feelings?

Is resilience the same as confidence?

Can someone develop confidence or resilience? How?

Does having resilience help people with their feelings?

#### Managing Change

What different changes can someone experience?

Does change cause strong emotions?

Does preparing for change help?

How might preparing for change help someone to cope with it? What might help someone cope with these strong emotions?

#### Getting Help

Does the body feel differently when someone may need help?

When might someone need help?

What advice would you give to someone who needs to get help?

What makes someone a trusted adult?

### Key vocabulary

respect wellbeing trust  
hormones mood swings  
confidential confidence  
resilience puberty crush  
embarrassed menstruation  
unwanted attention separation  
unwanted touch period products

### I can ...

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.