



Year 5 Curriculum Newsletter - Summer

<u>English</u>		<u>Maths</u>	
<p><u>Writing</u> The Wrong Path - Narrative Animal Habitats - Science Report Letter - PSHE Writing for Pleasure</p>	<p><u>Reading</u> Percy Jackson and the Lightning Thief</p> <p>A range of texts and extracts including fiction, non-fiction and poetry</p>	<p><u>Units</u> Perimeter and Area Statistics Shape Position and Direction Decimals Negative Numbers Converting Units</p>	<p><u>Fluency</u> Column addition and subtraction Multiplication Division Reading and writing numbers to 1,000,000</p>

Year 5		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	<u>Science</u>	<p>Properties and changes of materials Big Q - How strong is an egg? Big Q - Have you ever burnt your toast? What happened?</p>	<p>Living things and their habitats Big Q - Which pollinators visit our school grounds? Animals including humans Big Q - What if the average lifespan of a human was 200?</p>	<p>Forces Big Q - Have you ever tried to keep a balloon in the air? Earth and Space Big Q - What is there were two suns?</p>
	<u>DT</u>	<p>Cooking and Nutrition - Developing a Recipe</p>	<p>Structures - Bridges</p>	<p>Textiles - Stuffed Toys</p>
	<u>Geography</u>	<p>Where can we speak Spanish? SK: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>What are the Andes? SK: locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>What is the Amazon? SK: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
	<u>History</u>	<p>How has Anslow changed over time? NC: a local history study</p>	<p>What was life like for Ancient Mayans? SK: a non-European society that provides contrasts with British history.</p>	<p>Tudors – Can I say what kind of monarch Henry VIII was?</p>

<u>Art</u>	Yayoi Kusama	Banksy	Tie Dye
<u>Computing</u>	Sharing information Video production	Selection in physical computing Flat-file databases	Vector Graphics Selection in Quizzes
<u>Music</u>	Melody and harmony Sing and play in different styles	Composing and chords Enjoying musical styles	Freedom to Improvise Battle of the Bands
<u>PSHE</u>	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
<u>Spanish</u>	All about me The way we look	Eating out My world	In the Classroom Our Past
<u>RE</u>	Sacred writings Hindu Dharma Peace	Religious diversity happiness Easter suffering and hardship	Wise Words Values and Beliefs
<u>PE</u>	Netball Dance Dodgeball	Gymnastics Fitness Yoga Handball	Athletics Tennis Orienteering

<u>Subject</u>	<u>What I need to know/do...</u>	<u>Homework Links</u>
<u>English</u>	<ul style="list-style-type: none"> - Read regularly at home to or with an adult. - Practise my Year 5 Common exception word spellings. - Practise my weekly spelling using that week's spelling rule. 	Spelling Shed - Spelling Shed - The Science of Spelling MC Grammar Home Music & Lessons England (mrmcgrammar.com)
<u>Maths</u>	<ul style="list-style-type: none"> - Practise for my weekly times tables test using times table rock stars and other games. 	Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com) Times tables games - Learn them all here! KS2 Maths - BBC Bitesize
<u>Science</u>	<p>Forces: We will develop a deeper understand of:</p> <ul style="list-style-type: none"> - The force of gravity acting between the Earth and a falling object. - The effects of air resistance and friction. - Mechanisms, including levers, pulleys and gears. <p>Earth and Space: We will develop a deeper understand of:</p> <ul style="list-style-type: none"> - The movement of the Earth and other planets to the Sun in the Solar System. - The movement of the moon. - The Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	
<u>DT</u>	<p>Textiles We will:</p> <ul style="list-style-type: none"> - Design a stuffed toy, considering the main component shapes of their toy. - Create an appropriate template for their stuffed toy. - Join two pieces of fabric using a blanket stitch. - Neatly cut out their fabric. 	

	<ul style="list-style-type: none"> - Use appliqué or decorative stitching to decorate the front of their stuffed toy. - Use blanket stitch to assemble their stuffed toy, repairing when needed. - Identify what worked well and areas for improvement.
<u>Geography</u>	<p>What is the Amazon? We will:</p> <ul style="list-style-type: none"> - Recap Year 4 Summer - The Mississippi and other rivers they made comparisons with. - Use 4 figure grid references in an atlas - use these to locate places along the Amazon River. - Use a range of provided sources (aerial images, images from the river itself, numerical data etc.) as well as pre-identified websites to research key facts about the Amazon River: length, source, mouth, where it flows, direction of flow, tributaries, interesting facts - Study of Manaus as a place located on the Amazon - how does the river affect life there? (Docks, tourism, transport, land use, vegetation, wildlife etc.)
<u>History</u>	<p>Tudors Our key learning during this unit:</p> <ul style="list-style-type: none"> - What was Tudor life like? - What can we tell about Henry VIII from his portraits? - Can I say when Henry VIII ruled and what the key events were during his reign? - Why did Henry VIII break with Rome and how did it affect people in Britain? - Can I compare the lives of the poor and the wealthy during Henry VIII's reign? - Can I say what kind of monarch Henry VIII was?
<u>Art</u>	<p>Tie Dye We will:</p> <ul style="list-style-type: none"> - Use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects. - Demonstrate experience in 3D weaving. - Use language appropriate to skill and technique. - Produce two colour tie dye. - Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.
<u>Computing</u>	<p>Creating Media - Introduction to Vector Graphics In this unit, pupils start to create vector drawings. They learn how to use different drawing tools to help them create images. Pupils recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Pupils layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> <p>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.</p>
<u>Music</u>	<p>Freedom to Improvise In this music unit, pupils will explore the freedom of musical improvisation, learning how to express themselves creatively through singing, listening, and playing. They'll experiment with musical intervals—using both stepwise and skipping motions—to create interesting sounds. A selection of notes including C, D, E_b, E, F, F_#, G, A, B_b, and B will be used as pupils improvise and compose their own music. Alongside these musical activities, they'll reflect on the broader question, "How does music shape our way of life?"—deepening both their musical and cultural understanding.</p>

	<p>Battle of the Bands</p> <p>In this exciting music unit, pupils will take part in a "Battle of the Bands," creating fun, confident performances with music and songs of their choice. They may perform in small groups, as a whole class, or even form their own bands. Pupils will be encouraged to introduce their music professionally and consider what their audience will enjoy. Using simple band parts, they'll build teamwork and stage presence while developing musical skills. Throughout the unit, they'll also explore the question, "How does music connect us with the environment?"—encouraging thoughtful reflection alongside performance.</p>
<p><u>PSHE</u></p>	<p>Relationships</p> <p>We will learn more about:</p> <ul style="list-style-type: none"> - How to build my self-esteem - How online communities may be unsafe, uncomfortable, helpful or unhelpful to me - Online games and how they may be unhelpful or unsafe - Screen time and how I can look after my health - How to resist pressure to use technology in a way that may be risky or harmful towards others <p>Changing Me</p> <p>Further information will be shared with parents/guardians prior to this unit being taught.</p>
<p><u>RE</u></p>	<p>Wise Words</p> <p>Children will explore the origins of sacred writings and consider their importance for believers today.</p> <p>Values and Beliefs</p> <p>Children will investigate the life of a person who has been inspired by their faith and make links between belief and action.</p>

Class Information:

All children should have a water bottle in school.

- Year 5 children have PE on a Wednesday morning and Thursday afternoon. (Earrings **MUST** be removed for these lessons).
- Spelling tests will take place on a Friday morning.
- Times table tests will take place on a Wednesday morning.
- We will count our reads on Wednesday, so reading diaries need to be in school on this day.