



English

Pupils will begin the summer term with a new text – Stormbreaker by Antony Horowitz.

Using their writing targets, and incorporating the punctuation, spelling and grammar requirements for Year 5, they will produce a diary entry written by the main character, Alex Rider; an explanation text about a Alex Rider's spy gadget; a persuasive leaflet about the same spy gadget; a formal letter of application to be a spy at MI5; a setting description of a villain's lair; and, a non-fiction report on the Portuguese man o' war.

Spelling, punctuation and grammar

Spellings

Spellings are taught in line with the National Curriculum statutory requirements. Pupils will be given a copy of the spellings for the term. A copy of these will be posted in your child's Google Classroom.

Punctuation and Grammar

Punctuation and grammar objectives will be covered and revisited over the course of the year. Objectives to be covered in year 5 are: converting nouns or adjectives into verbs using suffixes; using relative clauses; showing degrees of possibility using adverbs or modal verbs; using words and phrases to build cohesion within a paragraph; linking ideas across paragraphs using adverbials of time, place, and number; using brackets, dashes, or commas to indicate parenthesis; and using commas to clarify meaning.

Shape

Year 5 Summer Block 1 on **Shape** teaches pupils to understand, classify, estimate, measure and draw angles, then apply angle facts to calculate missing values. They move from recognising degrees and types of angles, to using protractors accurately, constructing lines and shapes, and finally solving problems involving **360° around a point** and **180° on a straight line**, building secure reasoning and precision throughout.

Position and Direction

Year 5 Summer Block 2 on **Position and direction** builds accuracy and reasoning with coordinates, translation and symmetry. Pupils learn to **read, plot and solve problems with coordinates**, then **translate points and shapes** using both grids and coordinate rules. They identify **lines of symmetry** and finally **reflect shapes** in horizontal and vertical mirror lines. The block strengthens spatial reasoning, precise mathematical language and confidence in describing movement and position.

Decimals

Year 5 Summer Block 3 on **Decimals** focuses on strengthening place-value understanding across tenths, hundredths and thousandths, using visual models to secure accuracy. Pupils learn to **add and subtract decimals within 1**, use **complements to 1**, then progress to calculations with **different numbers of decimal places**. They explore **efficient strategies**, work with **decimal sequences**, and practise **multiplying and dividing by 10, 100 and 1,000**, applying these skills to missing-value and reasoning problems.

Negative Numbers

Year 5 Summer Block 4 on **Negative numbers** introduces pupils to negative values in real-life contexts, then builds fluency in **counting through zero**, first in 1s and then in multiples. Children learn to **compare and order** positive and negative integers using number lines and temperature reasoning, before applying this understanding to **find the difference** between values on either side of zero. The block strengthens conceptual understanding of numbers below zero and develops efficient strategies for interpreting and calculating with them.

Converting Units

Year 5 Summer Block 5 on **Converting units** strengthens pupils' understanding of metric and imperial measures by revisiting **kilograms, kilometres, millimetres and millilitres**, then extending into converting **length, mass, capacity and time** using place-value knowledge and key prefixes. Children convert between **mm–cm–m, ml–l**, and **metric–imperial** approximations (inches, pounds, pints), before applying these skills to solve contextual problems. The block ends with converting between **units of time** and using **timetables** to calculate durations, building fluency, accuracy and confidence across a wide range of measurement contexts.

Volume

Year 5 Summer Block 6 on **Volume** teaches pupils to understand volume using **cubic centimetres**, compare volumes by counting cubes, and estimate the volume of objects by building similar shapes with 1 cm³ cubes. They then extend this to estimating **capacity** in millilitres and litres, distinguishing between volume (how much space is filled) and capacity (how much a container can hold). The block builds practical spatial reasoning, efficient counting strategies and confidence in estimating both volume and capacity.

SCIENCE	<u>Forces and space: Unbalanced forces</u> Pupils will learn to: • Describe gravity and its effects. • Describe the relationship between mass and gravity. • Describe air resistance and its effects. • Describe friction and its effects. • Describe water resistance and its effects. • Describe the relationship between surface area and air and water resistance. • Explain how to make an object aerodynamic or streamlined. • Describe the effects of levers, pulleys and simple machines on movement. <u>Animals: Human timeline</u> Pupils will learn: • How to describe the human life cycle, including the stages of growth and development (baby, toddler, child, teenager, adult, elderly). • How to describe changes that occur during puberty (in boys and girls). • Gestation periods vary across mammals.	<u>Vector Drawing</u> In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise 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. <u>Programming B – Selection in Quizzes</u> Learners will develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, 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 in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.
GEOGRAPHY	<u>United Kingdom</u> Pupils will learn: • To be able to identify and describe key geographical features of the United Kingdom. • To be able to identify and locate the counties of the United Kingdom. • To be able to locate and identify towns and cities in the UK. • To find out about the hills and mountains of the UK. • To find out about the seas and coasts of the UK. • To be able to identify and explore the major rivers of the UK.	<u>The Ancient Maya</u> Pupils will compare the Ancient Maya with the Vikings. To do this, pupils will: • Identify the major Mayan achievements and compare them to those of the Vikings • Identify the similarities and differences between Mayan and Viking housing • Identify the similarities and differences between Mayan and Viking society • Identify the similarities and differences between Mayan and Viking beliefs • Investigate how we know about the Maya
MUSIC	<u>Dancing in the Street</u> All the learning is focused around one song: Dancing in the Street by Martha Reeves and The Vandellas. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Motown songs through an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<u>Cricket</u> Learning Outcomes: *To develop throwing and catching skills and apply them relevantly to the situation. *To develop bowling accuracy and perform the skill within the rules of the game. *To develop batting skills, identify when I am successful and what I need to do to improve. *To develop fielding techniques and begin to use these under some pressure. *To understand the need for tactics and identify when to use them. *To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.
ART	<u>Craft and Design: Architecture</u> This unit focuses on architecture, guiding pupils through observational drawing, printmaking, and building design. It encourages pupils to explore architectural elements, analyse Hundertwasser's work, and create meaningful monuments, enhancing their understanding of composition, design, and art appreciation.	

PSHE	<u>Citizenship</u> Pupils will: • Begin to understand what happens when the law is broken • Explore the links between rights and responsibilities • Understand how reducing our use of materials and energy will help the environment • Explore how we recognise and value the contributions people make to the community • Recognise the role of pressure groups • Begin to understand how Parliament works. <u>Economic Wellbeing</u> Pupils will be learning to: • Prioritise needs over wants. • Manage a weekly budget. • Understand the responsibilities and consequences of borrowing and loaning. • Recognise the risks and considerations associated with spending money online. • Explain why workplace stereotyping needs to be challenged. • Describe how interests and skills align with future careers.	<u>OAA</u> Learning Outcomes: *To develop communication and negotiation skills. *To develop strong communication and negotiation skills to solve challenges. *To develop planning and problem-solving skills. *To share ideas and work as a team to solve problems. *To develop navigation skills and map reading *To create and follow a key and route on a map. <u>Athletics</u> Learning Outcomes: *To understand pace and apply different speeds over varying distances. *To develop fluency and co-ordination when running for speed *To develop technique in relay changeovers. *To build momentum and power in the triple jump. *To develop throwing with force for longer distances. *To develop throwing with greater control and technique. <u>Rugby</u> Learning Outcomes: *To apply attacking skills to a game situation. *To make decisions and understand when to pass and when to run with the ball. *To apply attacking skills effectively within the rules. *To work as a team to delay opponents and stop the opposition from scoring. *To apply attacking skills to create space and beat a defender. *To apply rules and skills to take part in competitive games.
RELIGIOUS EDUCATION	<u>How do Sikhs show commitment and belonging?</u> Sikhs express belonging through visible symbols (the 5 Ks), shared practices (seva, langar), and commitments (Khalsa initiation, daily prayer). Pupils explore how these practices build identity and community.	<u>Textiles: Stuffed Toys</u> Pupils will: • 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. • 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.
FRENCH	<u>Unit 9 Les Sports</u> Pupils will learn to: say what activities they like/ dislike; recognise and respond to instructions including parts of the body; record daily activities in French independently and understand related written information. They will also be able to use the verb 'avoir' correctly and be able to understand a description of a monster and write a description of their own monster. They will also be able to use a few conjunctions to extend sentences.	DESIGN TECHNOLOGY

TERM DATES

Term	Open morning of	Close afternoon of
Autumn Term	Tue 02 Sep 2025	Fri 24 Oct 2025
	Mon 03 Nov 2025	Fri 19 Dec 2025
Spring Term	Mon 05 Jan 2026	Fri 20 Feb 2026
	Mon 02 Mar 2026	Thu 02 Apr 2026
Summer Term	Mon 20 Apr 2026	Fri 22 May 2026
	Mon 01 Jun 2026	Fri 17 Jul 2026

All dates may be subject to change, please check with the school.

KEY INFORMATION

Homework will be assigned via our Doodle Learning application or on Google Classroom. Pupils have their own individual logins for this. Tasks will be assigned on Friday each week – usually, one maths task and one English-based task.
Reading books to be returned, signed, by Thursday.