



What We Are Learning

Summer Term 2026

Year 5

English

Summer Term 1 & 2

'Stormbreaker' by Antony Horowitz

- Increasingly independent use of VIPERS skills
- Identifying how authors create tension
- Revisiting of the features of recount writing
- Features of persuasive writing
- Features of descriptive writing
- Writing in the style of an author

Cross-curricular link: Pupils will explore how novels are adapted into film and musicals – drama link.

Poetry

- Enjoyment of poetry
- Choices made when performing a poem – links to drama
- Knowledge of poetic techniques
- Writing poetry

Through the study of English, your child will be expected to develop the following skills:

Skills

- Inference – piecing together the clues within a text
- Developing the skills needed for writing persuasively

Parents can support their child by looking at the 'spy genre' through film – the 'Spy Kids' films would be a great place to start. When watching, can you pick out the key characters and look for those climatic moments?

Summer Term 1**Shape**

- Identify angles
- Compare and order angles
- Measure angles in degrees
- Measuring with a protractor
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Triangles
- Quadrilaterals
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3-D shapes

Position and Direction

- Describe position
- Draw on a grid
- Position in the first quadrant
- Translation
- Lines of symmetry
- Complete a symmetric figure
- Reflection

Decimals

- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals – crossing the whole
- Adding decimals with the same number of decimal places
- Subtracting decimals with the same number of decimal places
- Adding decimals with a different number of decimal places
- Subtracting decimals with a different number of decimal places
- Adding and subtracting wholes and decimals
- Decimal sequences
- Multiplying decimals by 10, 100 and 1,000
- Dividing decimals by 10, 100 and 1,000

Negative Numbers - Converting Units

- Kilometres Kilograms and kilometres
- Millimetres and millilitres
- Metric units Imperial units
- Converting units of time
- Timetables

Volume

- What is volume?
- Compare volume
- Estimate volume
- Estimate capacity

Through the study of maths, your child will be expected to develop the following skills:

Focus Skills

- Adding and subtracting decimals with up to 3 decimal places.
- Multiplying and dividing numbers by 10, 100 and 1000.
- Counting in negative numbers.
- Calculating across negative numbers.

Parents can support their child by

-Ensuring they use TTRockstars at least 3 times a week.

-Going on a shape hunt to identify different shapes that they can see in nature.

Circle of Life

This topic looks at:

- Parts of a flower
- Life cycles
- Sexual and Asexual reproduction
- Extinction

Skills focus:

- Draw a line graph
- Plot data accurately

Key words: fertilisation, pollination, gestation, metamorphosis, life cycles

Growing Up and Getting Old

This topic looks at:

- Recap simple life cycles
- Describe the stages of the human life cycle from fertilisation to old age.
- Compare the stages of gestation in different animals.
- Describe the changes that happen during puberty and why they happen.
- Describe how children develop using PIEs.

Skills focus:

- Plot data accurately
- Draw a line graph

Key words: gestation, reproduction, puberty, develop

Through the study of science, your child will be expected to develop the following skills:

Skills

- Using various secondary resources for research.
- Evaluating investigations

Parents can support their child by encouraging students to share and discuss their work at home- reinforcing learning by teaching others. Science can be incorporated into everyday life: For example, get you child involved in gardening, or ask them about the different parts of a flower.

Landscapes

Designing

- To explain what are the 4 main areas of a landscape.
- Recognise the composition of different landscapes.
- To select a variety of different marks through the work of Van Gogh.

Making and Evaluating

- Can select and use a range of sources to create a landscape based on Van Gogh's work.
- To show an understanding of skills and techniques learnt within the topic.

Through the study of art, your child will be expected to develop the following skills:

Skills

- Mark making, applying texture.
- Applying collage using various different materials.
- Colour theory- painting using colour blending techniques.

Parents can support their child by encouraging them to engage in creative activities outside of school. This could include workshops, visits to galleries or museums.

Cooking and Nutrition

Pupils make various recipes using oven and hob.

Key activities include

- H&S in D&T and Food Room
- Healthy eating & nutrition
- Use of hob and oven
- Following basic recipes
- Source and sustainability of materials
- Basic cutting & chopping skills

Through the study of cooking and nutrition, your child will be expected to develop the following skills:

	Lesson Year 5
1	Booklet health and safety
2	Fruit Salad - Chopping Skills/safety/timing/healthy eating
3	Cous-cous - Chopping skills/safety/timing/healthy eating
4	Pizza toast - Using grill/grating/safety/presentation
5	Chocolate crunch - Using hob/safety/presentation/timing
6	Scones - Oven/safety/rubbing in method/sizing
7	Fruity Buns - Oven/safety/rubbing in/sizing
8	Crumble - Oven/safety/rubbing in/chopping/peeling Labelled container and oven proof dish will be needed for crumble.
9	Assessment Planning- Time /following brief/planning/ healthy eating
10	Assessment Making - Chopping/ independent working/grating/peeling/presentation
11	Scone Based Pizza Assessment - Rubbing in method/independent following recipe/chopping/oven safety/timing
12	Fairy Cakes Creaming method/ oven safety/sizing/beating
	All dairy/meat put in the fridge at the beginning of the day.

Parents can support by reading recipe prior to learning, weighing ingredients and taking pupils to purchase ingredients with adult support. Pupils could also read recipe books and support with washing up at home.

Drama

Summer Term

Musical Theatre:

- History of Musical Theatre
- Principles of Musical Theatre – Storytelling, Lyrics, Choreography
- Narrative Structure within Musicals
- Acting through Song – focus on *Matilda*
- Choreography to enhance Storytelling

Through the study of drama, your child will be expected to develop the following skills:

Skills

CREATING

- Exploring the principles of the Musical Theatre tradition to create own work.
- Storytelling – narrative structure, mood, clarity and audience engagement.
- Analysing meaning behind lyrics.
- Physical acting through song - vocal expression, actions and choreography.
- Effective collaboration, communication, creative skills.

PERFORMING

- Demonstrate understanding of acting through song using *Matilda* as the core musical.
- Clear storytelling through vocal expression, pitch, pace and volume.
- Adding choreographed actions to enhance meaning and presentation in songs.
- Sustained focus throughout performance.

REFLECTING

- Identifying areas of achievement and development within the creative process.
- Identifying areas for improvement in own and others' work.

Parents can support their child by:

- Encouraging students to share and discuss their work at home, learning songs and sharing knowledge.
- Watching and discussing examples of musicals on stage and film.
- Going to the theatre and seeing a musical in person. *Matilda* is currently performing in London. The cost of tickets is expensive so there's no expectation on families to do this, but if considering seeing a musical, *Matilda* would be a good one to see and support the Drama curriculum.
- Reinforcing the usefulness of drama skills in other areas of life such as careers, including confidence, creative thinking, teamwork, problem solving, communication and presentation skills.

Product Design

Pupils create a pocket game made from acrylic.

Pupils are taught how to think creatively and produce their own designs.

Key activities include:

- Health and safety in D&T and the workshop.
- How to create initial designs.
- How to draw freehand.
- Shading & annotation skills.
- Development of designs.
- Final design with use of scale.
- Using basic hand tools and practical skills.
- How to create a quality finish when using acrylic.
- Learning and applying some of the qualities of acrylic.
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Textiles

Pupils create a Hand Puppet made from felt.

Pupils are taught how to think creatively and produce their own designs.

Key activities include:

- H&S in D&T and Textiles Room
- How to create initial designs.
- How to draw freehand.
- Shading & annotation skills.
- Development of designs.
- Final design with use of scale.
- Basic hand sewing techniques.
- Applique.
- The properties and use of felt.
- Introduction to different materials.

Through the study of product design and textiles, your child will be expected to develop the following skills:

Skills

- Drawing, shading and annotation skills.
- How to accurately measure, mark out and cut various materials.
- How to construct and assemble different materials.
- How to create a good quality finish.

Parents can support their child by encouraging their child to draw, help with any DIY activities and generally be creative through playing construction games e.g. plasticine, Lego, etc.

Summer Term 1**Quel temps fait-il?**

- Vocabulary for basic weather expressions.
- How to read a weather map and describe the weather in different parts of the country on different days of the week.
- Points of the compass.
- Days of the week.
- Geography of France.
- Planning a presentation about weather.

Summer Term 2**Les vêtements**

- Vocabulary for different items of clothing.
- The verb porter (to wear) in French.
- Saying what you are wearing in different places and different weather conditions.
- Planning a fashion show.

Through the study of French, your child will be expected to develop the following skills:

Skills

- Use good pronunciation and intonation when speaking French.
- Use your knowledge of French sounds to help you read unfamiliar words on the topics of weather and clothing.
- Using Strategies for learning to work smart not hard.

Parents can support their child by accessing the available resources on Google Classrooms such as Linguascope. Alternatively, parents and students can change the language settings on Netflix or another streaming service and enjoy their favourite programme in French.

Summer Term 1**Enough for everyone**

In this geography unit, children will learn about sustainability, energy and resources. The various resources, activities and lesson materials will teach pupils where energy and food come from, how electricity is generated and distributed, and the importance of conserving water, food and energy. Children will have the opportunity to use maps, including digital mapping, to explore food miles and investigate how access to natural resources varies around the world, before considering how they can make their school and local community more sustainable.

Through the study of geography, your child will be expected to develop the following skills:

Skills

- Map skills (including digital mapping and measuring)
- Fieldwork (observing and collecting data)
- Explaining and analysing geographical ideas
- Comparing places around the world
- Using key vocabulary accurately
- Thinking about sustainability
- Presenting ideas clearly

Parents can support their child by: looking at food labels together when shopping (e.g. where food comes from), visiting local markets, encouraging map use, and talking about saving energy and water at home.

Summer Term – History**The Shang Dynasty**

Students will explore one of the earliest civilisations in ancient China, focusing on the Shang Dynasty. They will learn about daily life, religion, and the role of kings, as well as key achievements such as bronze casting and early writing. Pupils will also investigate how historians use archaeological evidence, including oracle bones, to understand the past.

The Silk Roads

Students will explore the Silk Roads as a network of trade routes connecting Asia, the Middle East, Africa, and Europe. They will learn what goods were traded, who travelled these routes, and the challenges they faced. Pupils will also investigate how the Silk Roads enabled the spread of ideas, cultures, and technologies across different civilisations.

Skills**History:**

- Develop an understanding of early civilisation and how we know about the past through evidence.
- Build skills in interpreting sources, asking historical questions, and understanding beliefs and achievements in early societies.
- Pupils will also build skills in using maps, interpreting sources, and making connections across different historical topics.

Parents can support their child by:

- Encourage your child to think about how we learn about the past through objects.
- Discuss what daily life might have been like in ancient China.
- Visit museums to see artefacts such as bronze objects or oracle bones.
- Encourage your child to identify connections between different civilisations studied this year.

Summer Term 1**Musicals**

- Learning Songs from Musicals
- What is a musical?
- Perform an extract from a musical
- Play songs from a musical on the keyboard
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Summer Term 2**Rhythm and Pulse**

- Djembe drum technique
- Learning 2 handed rhythm patterns
- Playing as part of a group
- Playing keyboard in time to a beat
- Creating rhythm patterns on a Djembe, Keyboard or Computer

Through the study of music, your child will be expected to develop the following skills:

Skills

- Hand and finger coordination
- Pulse awareness
- Knowledge of rhythmic units
- Reading graphic scores
- Singing and developing memory for lyrics
- Investigating the cultural background of the Djembe

Parents can support their child by

- Listening to a range of musical styles and picking out different instruments by sound.
- Clapping along to the beat or rhythmic patterns of different pieces of music
- Singing along with your child or giving them the opportunity to sing through the pieces of music
- Encourage your child to come to extra-curricular music groups

Summer Term 1

- Athletics
- Basketball/Handball
- Concept – Resilience
- Inter-personal skills

Summer Term 2

- Athletics
- Striking and fielding
- Concept – Interpersonal skills

Through the study of PE, your child will be expected to develop the following skills:

Skills

- Aiming for our personal best
- Improving techniques in running (pace/speed), throwing and jumping
- Improving handling, passing and movement skills
- Attacking and defending skills and techniques
- Striking and fielding techniques
- Outwitting opponents

Parents can support their child by

- Assisting them in setting targets
- Improve throwing and catching skills by practicing at home
- Looking at local opportunities to continue learning at home and outside of school

Summer Term 1**Living in the Wider world**

1&2 Asking for help and advice

3 Identity and my community

4 Diversity in the UK

5 Online lives – social media

6&7 Online privacy and my data

Summer 2**Health and Wellbeing - First Aid**

Signs, symptoms and treatments for:

- Bites and stings
- Asthma
- Bleeding
- Choking
- Head injuries

Emergencies and calling for help

Through the study of PSHE, your child will be expected to develop the following skills:

Skills

- Understanding of different societies and cultures
- Use of the internet safely
- Basic first aid skills

Parents can support their child by encouraging to watch or listen to the news and have open conversations around it. Discussions of how to keep safe online and ensure that they have parental guidance set up on the child's devices.

Summer 1 - Salvation

In this unit, students will explore the 'big story' of the Bible, focusing on how incarnation (God becoming human in Jesus) and salvation (Jesus' role in saving humanity) fit within it. They will learn why Christians believe Jesus' death was a sacrifice, comparing this idea to other examples of sacrifice. Students will also examine how the belief in Jesus' sacrifice influences Christian worship today, particularly through Holy Communion (the Lord's Supper), where Christians remember Jesus' death and resurrection.

By the end of the unit, students will reflect on the idea of sacrifice, considering its meaning in their own lives and in the wider world. They will explore different perspectives and develop their own views on why people make sacrifices and how they impact others.

Summer 2 – Belief

In this unit, students will explore some of Jesus' key teachings and investigate how they continue to shape the lives of Christians today. They will examine what Jesus said about important moral and ethical issues, such as love, forgiveness, compassion, and justice, and consider how his words challenge people's attitudes and actions.

By the end of the unit, students will have engaged in deep thinking about how religious beliefs influence actions, how different people interpret Jesus' words, and how these teachings remain relevant in today's world.

Through the study of RE, your child will be expected to develop the following skills:

Skills

- Biblical interpretation; critical thinking; empathy & reflection; comparing perspectives; communication & reasoning

Parents can support their child by:

 **Read and discuss Bible stories** – Share the story of Holy Week and Easter from the Bible (e.g., The Last Supper, Jesus' Crucifixion, and Resurrection) and discuss what it means.

 **Talk About forgiveness and sacrifice** – Discuss what it means to forgive and why people sometimes make sacrifices for others, linking these ideas to Jesus' story.

† **Visit a church** – If possible, visit a local church and look for symbols of Holy Week and Salvation (e.g., crosses, stained glass windows depicting Jesus' resurrection).

 **Watch Films with Moral Messages** – Movies like *The Blind Side* or *Paddington* can help spark conversations about kindness, fairness, and standing up for others.