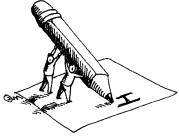









## Year 5

### Curriculum Leaflet – Summer Term Two

Subject	What we will be learning about
<b>Writing</b> 	<ul style="list-style-type: none"> <li>Dialogue in narratives – first person myths and legends.</li> <li>Balanced arguments.</li> <li>Play scripts</li> <li>Poems which explore form.</li> </ul>
<b>Reading</b> 	<ul style="list-style-type: none"> <li>The unit is set in the context of the following texts – <b>Secrets of a Sun King</b> and <b>Five Children and It</b>.</li> <li>Identify whether a statement is true or false.</li> <li>Identify key information to use in a summary.</li> <li>Focus on the core text for prediction, retrieval and exploring characteristics of an explorer.</li> </ul>
<b>Maths</b> 	<ul style="list-style-type: none"> <li>Geometry - explores angles: measuring angles, the investigation of angles on a line/point and drawing angles, before moving onto using angles as a descriptor for common shapes.</li> <li>Position and movement - naming and plotting points on a grid before moving onto the translation of a shape</li> <li>Measurement - converting units of measurement.</li> </ul>
<b>Art</b> 	<ul style="list-style-type: none"> <li>In this block, pupils will develop their painting skills.</li> <li>Explore the effects that can be achieved by adding salt to a surface painted with watercolour.</li> <li>Explore how wet or dry watercolour reacts to substances such as wax.</li> </ul>
<b>Science</b> 	<ul style="list-style-type: none"> <li>Living Things and Their Habitats</li> <li>Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul>
<b>Music</b> 	<ul style="list-style-type: none"> <li>Musical notation.</li> <li>Play melodies in the 5-finger position.</li> <li>Play melodic patterns from standard stave notation</li> <li>Create a class performance using keyboards</li> </ul>
<b>PE</b> 	<ul style="list-style-type: none"> <li>P.E. lessons will take place on <b>Monday afternoons</b>. Please ensure that you child has the correct kit for both indoor and outdoor use as weather permitting, the children will spend some of their lesson outside partaking in contact sports.</li> </ul>
<b>Design and Technology</b> 	<ul style="list-style-type: none"> <li>Mechanisms - How can you lift a car onto a roof?</li> <li>Exploring pulleys and gears and their applications.</li> <li>Developing designing and problem-solving skills.</li> <li>Design and make products that use pulleys and gears to lift loads.</li> </ul>
<b>RE</b> 	<ul style="list-style-type: none"> <li>This half term we will be exploring the big question, 'Why do some people believe in God and some people not?'</li> <li>Is God Real? What do Christians think?</li> <li>How do we know what is true?</li> <li>What do Christians believe about how the world began? Do they all share the same idea?</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Compare the Golden Age of Islam and the society of the Anglo-Saxons.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where did they live?</li> <li>• What were the significant events in history?</li> <li>• Look at the inventions of the time.</li> </ul>
<p><b>Geography</b></p> 	<ul style="list-style-type: none"> <li>• In Geography, we will study Ordnance Survey maps, contour lines and what land looks like in our local area.</li> </ul>
<p><b>PSHE</b></p> 	<ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Self-Image and Body Image</li> <li>• Puberty</li> <li>• Looking ahead to being a teenager</li> <li>• Looking ahead to Year 6</li> </ul>
<p><b>French</b></p> 	<ul style="list-style-type: none"> <li>• Working Together</li> <li>• Reading and saying sentences in the first and second person.</li> <li>• Reading and translating sentences including known professions and locations.</li> <li>• Writing sentences using 'etre'.</li> </ul>

<b>Home Learning</b>	<b>You can help at home by</b>
<p><b>Spellings</b></p>	<ul style="list-style-type: none"> <li>• Practising my spellings with me and ensuring I 'turn in' my spelling sentences each week.</li> <li>• They will be handed out each Monday.</li> <li>• They will be tested each Friday.</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Practising my times tables with me.</li> <li>• Play Hit the Button online.</li> <li>• Accessing BBC Revise Wise and play games associated with the learning that has taken place in class over the week.</li> </ul>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Reading with me at least 4 times per week - although Y5 are older, it is still nice to listen to them read. Check for fluency and accuracy as well as intonation and expression.</li> <li>• Completing Boom Reader 3 -4 times a week.</li> <li>• Making sure that I change my book in the class library when I am ready to.</li> </ul>
<p><b>Homework Project</b></p>	<ul style="list-style-type: none"> <li>• Please see the Science Homework Project leaflet on our class page.</li> <li>• <b>The deadline is Monday 13<sup>th</sup> July 2026.</b></li> <li>• Making sure that I start my research for the project in plenty of time and that I make a start sooner rather than later.</li> <li>• Making sure that I bring my project into school by the deadline.</li> </ul>

