



Year 5 Summer Planning 2026



Subject	Planning		
Religious Education	<p>Local Church - Mission</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The mission of inspirational leaders – Explore • Dioceses continue the work and mission of Jesus including ecumenism – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond 	<p>Eucharist - Memorial Sacrifice</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • How memories are kept alive – Explore • The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond 	<p>Lent/Easter - Sacrifice</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Giving or refusing to give; appreciating the cost of giving – Explore • Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond
English	<p>Text 1: The Lost Book of Adventure</p> <p>Writing outcome 1: Survival narrative</p> <p>Children will write a detailed survival narrative, which includes and displays skills including the use of: relative clauses; adverbial phrases of time, place and manner; and a variety of sentence types.</p> <p>Writing outcome 2: Survival guide</p>		<p>Spelling</p> <ul style="list-style-type: none"> • Reinforce Year 4: Words ending with the /g/ sound spelt -gue & words ending with the /k/ sound spelt -que • Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) • Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) • Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious



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Children will write a detailed survival guide, which will include a range of age and stage appropriate spelling, punctuation and grammar.

Text 1: King Kong

Writing outcome 1: Dilemma narrative

Children will write a detailed dilemma narrative, which will allow them to display their ability to build a story that ends with a dilemma for the main character.

Writing outcome 2: Balanced argument

Children will write a detailed balanced argument, which will allow them to show that they are able to provide an equal number of points for both sides of an argument.

For all of the above, a significant emphasis will be placed on sentence level accuracy work, which will allow us to aid the children in learning about the spelling, punctuation and grammar requirements detailed in the National Curriculum.

- Introduce: Adding prefixes multi-
- Reinforce: Words containing the letter string -ough
- Reinforce: Use of the hyphen e.g. co-ordinate
- Embed Year 3: Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure
- Introduce new: Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t)
- Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)

<p>Maths</p>	<p>Daily practice</p> <ul style="list-style-type: none"> • Retrieval – flashback four 	<p>Geometry - position and direction</p> <ul style="list-style-type: none"> • Identify, describe and represent the position of a shape following a reflection or 	<p>Converting units</p> <ul style="list-style-type: none"> • Converting between units of measurement, e.g. from cm to m
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	<ul style="list-style-type: none"> Counting X tables revision Basic skills games 	translation, using the appropriate language, and know that the shape has not changed	
	<p>Decimals and percentages</p> <ul style="list-style-type: none"> Equivalent fractions and decimals Thousandths as fractions and decimals Order, compare and round decimals Understand percentages 	<p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles 	<p>Negative numbers</p> <ul style="list-style-type: none"> Counting from positive to negative numbers Identifying the difference in value between positive and negative numbers <p>Measurement and volume</p> <ul style="list-style-type: none"> Measuring volume both practically and from visuals Identifying the value of change between two given measurements of volume
Science	<p>Science</p> <ul style="list-style-type: none"> Reversible and irreversible changes Reproduction 		



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Computing	Computing <ul style="list-style-type: none"> • Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices • Identify a range of ways to report concerns about content and contact • Use technology safely, respectfully and responsibly • Recognise acceptable/unacceptable behaviour 	
Spanish	Spanish language <ul style="list-style-type: none"> • Spanish language knowledge and skills is taught by Senorita Diaz in a weekly lesson 	
History	Liverpool and the industrial revolution <ul style="list-style-type: none"> • Use dates to order and place events on a timeline (chronological understanding) • Give some reasons for some important historical events (understanding of events, people and changes) • Understand that the type of information available depends on the period of time studied and evaluate the usefulness of sources • Compare sources of information available for the study of different times in the past (historical enquiry) • Provide an account of a historical event based on more than one source (organisation and communication) 	Historical skill development <ul style="list-style-type: none"> • Historical enquiry including how evidence is used to make historical claims • Developing understanding of historical concepts such continuity and change, similarity and difference and significance • Use of specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, archaeology, interpretation, bias and evidence
Geography	Settlements; migration and immigration; and refugee movement <ul style="list-style-type: none"> • Discuss how original settlements were identified (water = ports, irrigation, farming, trade, transport) • Essential elements need for essential settlement 	



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	<ul style="list-style-type: none">• Movement of people – city to city and country to country - why? Reasons for movement, e.g. war, job, prospects, lifestyle, family
Music	<p>Unit 1: Animal Kingdom and unit 2: Melodies of Divinity</p> <p>In both, children will learn a range of skills including:</p> <ul style="list-style-type: none">• To copy and improve rhythms through musical games and song• To perform an independent part within a whole class ensemble• To apply and use key features of African music to create rhythmic compositions
Art	<p>Street Art</p> <ul style="list-style-type: none">• Children will explore a range of street art and use this as inspiration to create their own
Design Technology	<p>Design and make a playground shelter</p> <ul style="list-style-type: none">• Evaluate, investigate and analyse a range of existing products• Use research and develop design criteria to inform the design• Generate, develop, model and communicate their ideas through discussion and annotated sketches• Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing accurately)• Select from and use a wider range of materials and components• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures



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PE	Athletics <ul style="list-style-type: none">• Athletics – indoor and outdoor including high jump, long jump and relay	Striking and fielding <ul style="list-style-type: none">• Striking and fielding games – children develop skills in catching and batting
PHSE	Bereavement and loss <ul style="list-style-type: none">• Children will learn about bereavement and loss and how this may impact their lives	
RHSE	Social and emotional <ul style="list-style-type: none">• To celebrate the joy of growing physically and spiritually	
Enrichment weeks	Enrichment weeks include: <ul style="list-style-type: none">• Wellbeing week	