

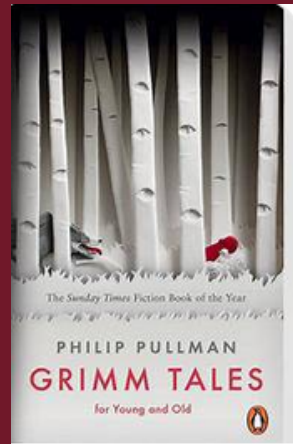


Class 5 - Summer 2 2026

Key Information



Staff: Mrs Thomas
Mrs Safdar
Mrs Parkinson



In our reading lesson, we are reading
The Ogre
and in English: Grimm Tales

PE Days:
Wednesday: Move and Learn
Friday: Athletics



Class 5's Learning Overview

Summer 2

Grimm Tales



Writing

This is a three-week Writing Root which guides children to examine a range of Grimm Tales and looks closely at the common characteristics shared by many. Through the sequence of learning, children will analyse the language, characterisation and common story structure across many of the tales. Using the story of Cinderella, they will make comparisons between many versions of the same story and analyse the extent to which these stories can be classified as 'fairy tales'. Children will eventually work towards creating their own Grimm tale, planning for a balance of dialogue and narrative and using devices to advance the action quickly. There will be an opportunity for children to create books of their own writing.

SPAG expectations

Vocabulary, Grammar & Punctuation

Pupils should be taught to:

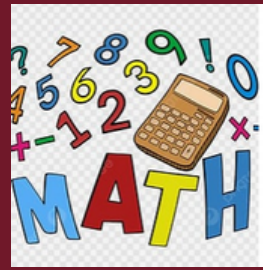
- Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision]
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using modal verbs or adverbs to indicate degrees of possibility
- Linking ideas across paragraphs using adverbials of time [for example, later]
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Use of the colon to introduce a list and use of semi-colons within lists
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]



Reading

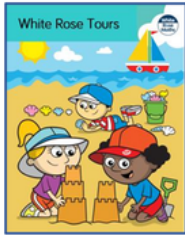
Reading Comprehension

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Identifying and discussing themes and conventions in and across a wide range of writing
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously



Maths

The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this we have looked to provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. They also provide a great opportunity to explore and develop enterprise.



Best Value

Which option is better value for money?

A £2.50 (300g) B £1.70 (200g) C £1.95 (250g)

Which option is better value for money?

A £2.40 (750g) B 2p (100g) C 8p (100g)

Which option is better value for money?

A 50p each (100g) B 7p each (100g) C 5p each (100g)

Option B is the worst value for money. Option C is the best value for money. What could be the cost of Option A?

A £1.75 B £1.70 C £1.88

One Shop

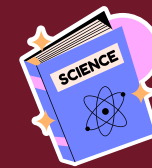
30 pencils per 200g

A Pencil 1.4g £1.55 B Pencil 500g 80p C Pencil 700g 90p

1,000g

$£1.55 \div 4 = 0.3875$

Which is better value for money?



Science

Unit Rationale – Super Circuits
Science – Year 6

Physics and Scientific Investigation

Super Circuits is an engaging and investigative science unit designed to deepen children's understanding of electricity, circuits and scientific enquiry through practical exploration and real-world problem solving. Building on prior learning from Lower Key Stage 2, pupils investigate how electrical components function within circuits and explore how electricity is used safely and effectively in everyday life.

The unit fulfils the National Curriculum expectations for Upper Key Stage 2 science, particularly the Year 6

- focus on:
- electricity
- scientific enquiry
- working scientifically

Children will be able to:

- Construct and draw electrical circuits accurately.
- Use recognised circuit symbols.
- Investigate how components affect circuits.
- Identify and use conductors and insulators.
- Carry out fair tests linked to electricity.
- Record results and present data clearly.
- Identify patterns and relationships in investigations.
- Predict outcomes using scientific understanding.
- Draw conclusions using evidence.
- Explain how electricity is used safely in real-life contexts.

- KEY KNOWLEDGE**
- Electricity flows through a complete circuit.
 - A circuit needs a power source (cell), wires and components.
 - If a circuit is incomplete, electricity cannot flow.
 - Circuit components have different functions.
 - Symbols are used to represent circuit components in diagrams.
 - Conductors allow electricity to flow.
 - Insulators prevent electricity from flowing.
 - The voltage of a circuit can affect components.
 - Electricity must be used safely.
 - Scientists test, evaluate and improve electrical systems.

SCIENTIFIC VOCABULARY

circuit	a complete pathway for electricity to flow
complete circuit	an unbroken circuit that will work
component	a part of a circuit
conductor	a material that allows electricity to flow
insulator	a material that does not allow electricity to flow
voltage	the strength of electrical energy
current	the flow of electricity in a circuit
symbol	a simple drawing used to represent something

COMPLETE CIRCUIT

Electricity has a full pathway and components work.

P.E.



During P.E. we will be learning about Health and Exercise and Athletics

French



In French we are learning all about the Phonemes and 'The Weekend'

Music

We are learning how to understand musical styles and practising our end of year musical.

DT

In DT we are looking at the theme Food Technology.

We will be having a day of cooking and preparing our 'Come dine with me' menu.



RE-Faith in our lives



QUESTFUL RE - OUTCOMES AND EXPECTATIONS
6.7 How does having faith affect people's lives?

By the end of this unit pupils will know that:	
Th	Muslims are required to live their lives in accordance with the Qur'an and teachings of Muhammad.
Th	Buddhists follow the teachings of the Buddha and the Noble Eightfold Path.
Th	Hindu practices and beliefs are rooted in the teachings of the sacred texts known as the Vedas.
Ph	there are people who live and have lived extraordinary lives of faith and we can be inspired by them.
Ss	there are similarities and differences between the behaviour and values of all people of faith.
Th	Christian people are called to live out the teaching in the Bible and build God's kingdom through righteous living.
By the end of this unit pupils are expected to be able to:	
Ss	describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth.
Ss	use an increasingly wide religious vocabulary to explain what motivates people of faith.
Ss	talk with understanding about the characteristics of a person living out their faith.
Ph	explain aspects of the lives of people of faith that inspire them.
Ss	recognise the similarities and differences within and between the beliefs and lifestyles of the people of faith they have studied.
Th	interpret Bible stories and explain how that story answers questions about what it means to have faith.





P.S.H.E.

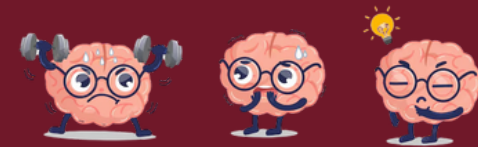
During P.S.H.E., we will be looking at 2BeSafe



Computing

We will use research tools and present our information.

Metacognition Skills



Make connections in your learning

Be a problem solver



Be resilient

Be independent



Be reflective

Year 6 School Visits: 17th-19th June

We can't wait for our PGL
PGL- Borreatton Park



Coming up:



**Y6 Musical production-
Children will be rehearsing
for our end of year
production**

Class 5 Summer term

Example timetable

Class 5: Y6 Spring 2			Benjamin Hargreaves CE Primary school				Mrs K Thomas 2025-2026		
23.2.26	8.45-9.00	9.00-9.30	Session 1 9.30-10.10.25 SpB4 Fractions, Decimals, Percentages	Session 2 10.45-11.40	11.40 12.00	1.05- 1.25	Session 3	Session 4	
Mon	SPAG	Spelling Kinetic letters	MATHS L4 To use hundred squares and bar models to explore equivalents.	ENGLISH-Writing To ask a range of questions. I can choose appropriate adjectives. I can ask a range of questions. I can use a range of modal verbs.	Reading Lesson	Collective Worship	Science To recognise that Living things have changed over millions of years. To learn that fossils provide evidence of organisms that lived long ago.	PE (2.50-3.25) Gymnastics	
Tue	Arithmetic	Spelling Kinetic letters	MATHS L5 To look at more abstract methods of converting between fractions, decimals and percentages.	ENGLISH-Writing To use a variety of noun phrases to design a warning poster.			Computing/SATS BBC revise wise-co-ordinating conjunctions Modal verbs Simple past	French To name the planets and label them.	
Wed	SPAG	Spelling Kinetic letters	MATHS L6 To explore a range of strategies to compare and order numbers, including converting to the same form.	ENGLISH-Writing To use abstract nouns to write a character description.			PPA SS to cover SPAG session	Arithmetic 30 minutes	PSHE
Thu	Arithmetic	Spelling Kinetic letters	MATHS L7 To calculate percentages of amounts.	ENGLISH-Writing To describe action using a relative clause.			Geography To know which countries were significantly affected by WWII (e.g., UK, Germany, Poland, France, Soviet Union, Japan). To understand where these countries are located within Europe and the wider world.	RE To recognise how resources symbolise the Last Supper.	
Fri	Worship Spelling Test	Spelling Kinetic letters	MATHS L8 To explore different ways of making percentages without actually calculating the percentages of amounts, for example 45% can be made from 25% + 10% +	ENGLISH-Writing To use the passive voice to write a formal report.			DT To design and research mechanical toys	PE OHH.	