

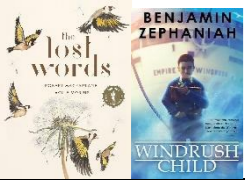

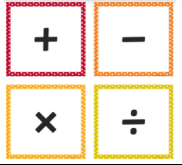












# Year 5 Summer Term Curriculum 2026

	<p>Our focus this half term is <b>Kindness</b>. This is doing nice things for others and treating people with care and respect. It means being friendly, helpful, and thinking about how to make someone else's day better. For example, saying kind words, or helping a friend with their homework. Kindness helps everyone feel happy and valued. This overview gives an outline of the Year 5 summer term curriculum.</p>	<p><b>Design and Technology (DT)</b></p> 	<p><b>Computer Programming and Electrical Circuits</b></p> <p>This term, the children will be designing and creating their own fairground ride, informed by their research visit to Legoland. They will use electrical systems such as motors to create movement. Also, they will program micro:bits to control the sound, lighting and movement of their products. This will link with our science learning on 'Forces.'</p>
<p><b>English</b></p> 	<p>The children will explore a variety of texts, such as 'Lost Words' by Robert Macfarlane/Jackie Morris and 'Windrush Child' by Benjamin Zephaniah. They will cover the following genres: narrative poetry, newspaper report, persuasive writing, explanation text, narrative inspired by film.</p> <p>Alongside writing, children will be revising aspects of <b>spelling, grammar and punctuation</b> and reading a wide range of texts, both in reading lessons and across the curriculum.</p>	<p><b>Physical Education (PE)</b></p> 	<p><b>Gymnastics: Sequences:</b> Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus.</p> <p><b>Cricket:</b> Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p> <p><b>Athletics: Running:</b> Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p> <p><b>Rounders:</b> Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p>
<p><b>Maths</b></p> 	<p><b>Geometry:</b> Children will identify and work with 3-D shapes from 2-D representations, mastering concepts such as angles, including acute, obtuse, and reflex angles.</p> <p><b>Measure:</b> Explore units of measurement through practical application, convert between metric and imperial units, and estimate volume and capacity.</p> <p><b>Statistics:</b> Develop data analysis skills, interpreting information from tables and line graphs while honing problem-solving skills across various mathematical contexts.</p>	<p><b>Computing</b></p> 	<p><b>Video Production</b></p> <p>Children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Children are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, children will have the opportunity to reflect on and assess their progress in creating a video.</p>
<p><b>Science</b></p> 	<p><b>Forces</b></p> <p>We will carry out a range of enquiries based on air/water resistance and the advantages offered by 3 simple machines: levers, gears and pulleys.</p> <p><b>Living Things and their Habitats</b></p> <p>The children will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>In line with our enquiry-based Science curriculum, children will cover the full range of working scientifically skills within both units of work.</p>	<p><b>Music</b></p> 	<p><b>Hip Hop and Rap</b></p> <p>In this unit, children will explore hip hop and rap, learning about the genre's origins and key musical features. They will experiment with beatboxing, practise creating and performing raps, and work together to create their own hip hop pieces using rhythm, voice and simple accompaniments.</p>
<p><b>History</b></p> 	<p><b>Windrush - How did the Windrush generation and Caribbean migration change 20<sup>th</sup> Century Britain?</b></p> <p>This unit will focus on enhancing children's understanding of modern Britain's social and cultural fabric through the exploration of the Windrush generation. Through in-depth investigations, children will examine the significant contributions of Caribbean migrants in shaping 20<sup>th</sup> century Britain. By fostering critical thinking and empathy, we aim to cultivate a deeper appreciation for diversity and inclusivity among our children.</p>	<p><b>Personal Social Health Education (PSHE)</b></p> 	<p><b>Relationships and Sex Education</b></p> <p>The children will start this unit by learning about the beginning of the human lifecycle. They will then learn how puberty might affect changes in emotions which could have an impact on friendships and consider ways to manage emotions so that they are able to confidently express feelings and concerns.</p> <p><b>Managing Safety and Risk</b></p> <p>In this unit, children will explore daily risks and learn how to minimise them through their actions and behaviours. They'll also learn about persuasion and peer influence and develop strategies they can use when faced with social pressures. Furthermore, they'll focus on safety skills for cycling, pedestrian road safety, sun safety, and hazards like electricity at home and on railways.</p>
<p><b>Geography</b></p> 	<p><b>Rainforests: How important are the rainforests?</b></p> <p>The children will use our key geography concepts to build on their learning about rainforest biomes. The children will be looking in detail at the tropical rainforest, exploring and discovering where they are located, what life is like there and how humans and plants have adapted. In addition, the children will consider the threats to, and benefits of, the rainforest and the impact rainforests and deforestation may have on their own lives. The learning will also include some virtual fieldwork.</p>	<p><b>World Views</b></p> 	<p><b>'Does Christianity look the same around the world?'</b> We will be exploring 'snapshots' of how people practise their Christian belief globally, looking for reasons for the similarities and differences we find. Along the way, we will explore a wide diversity of Christian worldviews and look for what might be fundamental to Christianity.</p> <p><b>'How do people use art to share their beliefs?'</b> We will revisit worldviews we have studied before, exploring both how art can be used as an important practice within an established religion but also how individuals use art to express their own personal worldviews.</p>
<p><b>Art</b></p> 	<p><b>Activism</b></p> <p>Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help children identify and voice the things they care about as individuals. They will then create a poster using collage, print and drawing.</p> <p><b>Mixed Media Landscapes and Cityscapes</b></p> <p>Children are introduced to the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the landscapes and cityscapes where they live. Children also see how artists use their creative freedom to explore ways of working which involve different materials and media. Children will used mixed media to create a final piece.</p>	<p><b>Languages</b></p> 	<p><b>Quel temps fait-il ? (What's the weather like?)</b></p> <p>In French this term, Year 5 will be learning the knowledge and skills to describe the weather and present a weather forecast in French. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>
		<p><b>Enrichment</b></p> 	<p>Thursday 7<sup>th</sup> May: <b>Legoland (D.T. curriculum visit)</b></p> <p>Wednesday 8<sup>th</sup> July: <b>End of Year Disco</b></p> <p>Friday 10<sup>th</sup> July: <b>Summer Fayre</b></p> <p>Tuesday 14<sup>th</sup> July: <b>Sports Day</b></p>