



Year 5 Curriculum Newsletter: Summer 1 (2025-2026)



Below are the key learning links for each subject for this half term.

English

Narrative Poetry

- To understand the story of The Highway Man.
- To know how to use figurative language.
- To write a diary entry using metaphors and similes.
- To know the features of a poem – similes, metaphors, onomatopoeia and personification.
- To write in character as the Highwayman

Inside Out 2

- To understand the different roles of the emotions
- To read and analyse a variety of different letters
- To explore tone, register and formality
- To analyse the features of informal letters
- To research a specific emotion and write in role as the character.

Reading - We recommend that when possible, you listen to your child on a daily basis and complete the record/log.

Physical Education

Tennis

- Able to perform routines and a range of skills seamlessly.
- Get into the 'ready position'
- Grip a racket and get into sideways positions to strike the ball
- Know what they need to do to improve and what others need to do to improve their performance.
- Demonstrates specific tactical/performance awareness as an individual and team member.
- Be able to perform routines and a range of skills seamlessly.
- Hit a forehand shot, consistently
- Control where I hit the ball
- Demonstrates specific tactical/performance awareness as an individual and team member.
- Use some tactics against an opponent

Athletics

Skills covered are:

- Change pace and run at different tempos
- Sustain my pace over longer distances
- Throw with accuracy and power using the pull technique
- Throw after a run up
- Throw with greater force and over longer distances
- Throw with greater control, accuracy and efficiency
- Perform the correct techniques for triple jump, high jump and standing vertical jump
- Measure accurately my performance at standing vertical jumping
- Combine sprinting with hurdling
- Transfer a relay baton efficiently as part of a team



Please make sure that children come to school in correct PE kits and children do NOT wear earrings/sharp hair accessories on day.

Geography

- To be able to use a map to locate a country.
- To explore the physical geography of Brazil
- To find out about the urbanisation of Brazil
- To explore life in a Brazilian city
- To explore Rio de Janeiro as a tourist destination
- To explore the culture of Brazil
- To use digital mapping tools to look at a locality



RE – How does having faith affect people's lives?

- To know how people of different faiths are expected to live their lives
- To know there are people who have lived extraordinary lives of faith
- To use a range of religious vocabulary
- To explain aspects of the lives of people of faith that inspire them
- To interpret Bible stories and explain how the story answers questions about faith.

Science

Animals, Including Humans


- To describe the changes as humans develop to old age.
- To know about the different stages of the human life cycle
- To begin to describe human reproduction



Jigsaw – Relationships

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- I understand that belonging to an online community can have positive and negative consequences
- I understand there are rights and responsibilities in an online community or social network
- I know there are rights and responsibilities when playing a game online
- I can recognise when I am spending too much time using devices (screen time)
- I can explain how to stay safe when using technology to communicate with my friends
- I understand I have rights about my personal data



<u>Maths</u>		<u>Routines to Remember</u>	<u>WOW Activities</u>
<p>Place value</p> <ul style="list-style-type: none"> - Read, write, compare and order numbers to 1,000,000 and determine the value of each digit - Count forwards or backwards in steps of powers of 10 for any given number up to -1,000,000 - Identify, represent and estimate numbers on a number line from 0 to 100,000 where the number line has no demarcations - Round any number up to 1,000,000 to the nearest 10,000 - Round any number up to 1,000,000 to the nearest 100,000 - Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero - Read Roman numerals using the symbols I, V, X, L, C, D, M in any order - Count forwards and backwards in decimal thousandths (0.001) including where ones boundaries are crossed - Round decimals with two decimal places to the nearest whole number and to one decimal place <p>Measurement and statistics</p> <ul style="list-style-type: none"> - Convert between different units of time using an appropriate strategy - Understand and use approximate equivalences between metric and imperial measures using a conversion graph - Understand and use approximate equivalences between metric and imperial measures using conversion facts <p>Geometry</p> <ul style="list-style-type: none"> - Know angles are measured in degrees: estimate (and measure) and compare acute, obtuse and reflex angles - Draw given angles, and measure them in degrees (°) - Use the properties of rectangles to deduce related facts and find missing lengths and angles - Plot points to complete shapes on the first quadrant of the coordinate grid Identify, describe and represent the position of a shape following a reflection <p>Addition and subtraction</p> <ul style="list-style-type: none"> - Add decimals with up to two decimal places including pairs of numbers with different amounts of digits - Subtract decimals with up to two decimal places including pairs of numbers with different amounts of digits - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - Solve addition and subtraction problems involving missing numbers <p>Multiplication</p> <ul style="list-style-type: none"> - Multiply a 4 digit by a two-digit number using a formal written method - Choose an appropriate strategy to solve multiplication calculations based upon the numbers involved - Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy - Solve problems involving multiplication including using their knowledge of factors and multiples, squares and cubes 	<p>Computing</p> <p>Databases</p> <ul style="list-style-type: none"> - E safety - I can create multiple questions about the same field, e.g. true or false, more than or less than - I can explain how information can be recorded - I can order, sort, and group my data cards - I can navigate a flat-file database to compare different views of information - I can explain what a field and a record is in a database - I can choose which field to sort data by to answer a given question 	<p>PE: Weekly Full PE Kit should be worn on that day (white t-shirt, black shorts/leggings, trainers and school jumper/cardigan)</p> <p>Reading: 4 times per week is an essential part of Year 5 learning</p> 	<ul style="list-style-type: none"> - Trip to Mosque and Blackburn Cathedral - Trip to Jorvik Viking Centre - Trip to UCLAN
	<p>Music – 3 Little Birds</p> <ul style="list-style-type: none"> - To develop a knowledge and understanding of the origins, history, and social context of Reggae music. -To make connections between different styles of music -To understand the term harmony and begin to use it in our own performances -To begin to understand and use chords -To organise our roles within a group and rehearse a piece for performance 	<p>School Values</p> <p>Compassion Honesty Aspiration Respect Teamwork Enthusiasm Responsibility Determination</p>	<p>British Values</p> <p>Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs</p>
	<p>Design Technology</p> <ul style="list-style-type: none"> - To design a soft toy. - To join two pieces of fabric using a blanket stitch. - To sew a button onto a piece of fabric. - To use appliqué or decorative stitching to decorate the front of their stuffed toy. - To identify what worked well and areas for improvement. 