

Year 5 Curriculum Newsletter



Term 4

Dear parents and carers,

Welcome back! We hope you've had a lovely break. We are half way through year 5! We are really enjoying seeing the progress the children are making in areas of their learning. We will be explaining the homework, which is related to Science Week, when we return to school. It would be great if you could continue to support your child at home by reading regularly and practising times tables and spellings often. Please ask if you would like a copy of the Y5/6 spelling list to share with your child at home.

What is happening this term?

For whole school events please see the whole school Dojo.




We are looking forward celebrating World Book Day.



Science homework is due in on Monday 16th March 2026.




The Value that we are focusing on this term is:



Kindness

Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	In our Reading Sessions, we are reading: Wonder by R.J. Palacio Our class reader is: How to live forever by Colin Thompson
	Writing 	Writing to inform – we are looking at 'The Darkest Dark' by astronaut Chris Hadfield to write a formal biography.
	Spelling Phonics	Words with 'ough' ie: bought, though, thought Adverbs ending in -ly ie: possibly, definitely Challenge words ie: conscience, nuisance Homophones or near homophones ie: aisle, isle, aloud, allowed
	Grammar	Punctuation - full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Adverbial phrases – a phrase indicating time, place or frequency. Variety of verb forms used correctly and consistently

		<p>Link ideas across paragraphs using adverbials and tense choices</p> <p>Use a range of sentences with more than one clause (when, if, because, although)</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Proof-read for spelling and punctuation errors</p>
<p>Mathematics</p> 	<p>Decimals and percentages</p>	<p>Decimals as fractions</p> <p>Understand thousandths</p> <p>Thousandths as decimals</p> <p>Rounding decimals</p> <p>Order and compare decimals</p> <p>Understand percentages</p> <p>Percentages as fractions and decimals</p> <p>Equivalent F.D.P</p> <p style="text-align: right;"><u>Key Vocabulary</u></p> <p>Decimals, decimal place, tenths, hundredths, thousandths, round, compare, order, smaller than, greater than, significant place, percentages, percent of</p>
	<p>Perimeter and area</p>	<p>Perimeter of rectangle</p> <p>Perimeter of rectilinear shapes</p> <p>Perimeter of polygons</p> <p>Area of rectangles</p> <p>Area of compound shapes</p> <p>Estimate area</p> <p style="text-align: right;"><u>Key Vocabulary</u></p> <p>Perimeter, area, length, sides, measure, two-dimensional shapes, perimeter, rectilinear shape, compound shape, right angle, polygons, regular shape, irregular shape, area</p>
	<p>Statistics</p>	<p>Draw line graphs</p> <p>Read and interpret line graphs</p> <p>Read and interpret tables</p> <p>Two-way tables</p> <p>Read and interpret timetables</p> <p style="text-align: right;"><u>Key Vocabulary</u></p> <p>interpret, graph, horizontal axis, vertical axis, line graphs, tables, times tables, data, values, amounts,</p>
<p>Science</p> 	<p>Living things and their habitats</p>	<p style="text-align: right;"><u>Key Knowledge</u></p> <p>Can they name and identify the different parts of a plant?</p> <p>Can they name, identify and explain the different parts of a plant?</p> <p>To understand life cycle of mammals</p> <p>Can they explain the life cycle including sexual, asexual?</p> <p>Can they describe and compare the life cycle of birds and reptiles?</p> <p>Can they describe and compare the life cycle of an insect and amphibian?</p> <p>Research David Attenborough</p> <p style="text-align: right;"><u>Key vocabulary</u></p>

		altitude, altitude, cliffs crags, craters, foothills, peaks, ridges, slopes, terrain
<p>Music</p> 	<p>The Fresh Prince Of Bel Air.</p>	<p>The learning in this unit is focused around one song: The Fresh Prince Of Bel Air.</p> <p><u>Key vocabulary:</u></p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol.</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Relationships and Sex Education</p> <p>Drug and Alcohol Education</p>	<p><u>Key knowledge</u></p> <p>Learn about the physical changes during puberty Learn about the biological changes that happen to males and females during puberty Learn about the importance of hygiene during puberty and respond to questions Learn how and why emotions may change during puberty and where to get appropriate help, advice and support Learn about the correct use of medicines and how vaccinations and immunisations can help to maintain health and wellbeing. Learn about some of the risks and effects of the use of legal and illegal drug use. Learn about the reasons why people use drugs; managing situations and peer influence.</p> <p><u>Key Vocabulary</u></p> <p>Appropriate vocabulary for male/female body parts, vocabulary linked to the menstrual cycle and hygiene immunization, vaccination, population, prescribed, epilepsy, diabetes, insulin, asthma, eczema, allergy, dose, drug, substance, legal, illegal, habit, factors, influence, peer pressure, passive, aggressive and assertive strategies.</p>
<p>Physical Education</p> 	<p>Creative skills</p> <p>Express ideas</p> <p>Fundamental movement skills</p>	<p><u>Key Knowledge</u></p> <p>I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression. I can link actions and develop sequences of movements that express my own ideas. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different to others.</p> <p><u>Key Vocabulary</u></p>

	Static balance Seated balance	sequences, express, tactics, stability, repeatable, stretched, posture, aligned
<p>Religion and Worldview</p> 	<p>Is easter a commemoration or celebration for Christians?</p>	<p><u>Key Knowledge</u></p> <p>What is easter and why is it important to Christians? What happened in the story of Holy week? How do Christians around the world celebrate Easter? Why is Jesus's sacrifice important to Christians? Is Easter a celebration or a commemoration?</p> <p><u>Key Vocabulary</u></p> <p>Festival, commemoration, celebration, Holy week, Palm Sunday, crucifixion, Good Friday, Easter Sunday, resurrection, salvation, sin; heaven, eternal, grace</p>
<p>Spanish</p> 	<p>Clothes, colours and fashion shows</p>	<p>I can understand and name some items of clothing in Spanish. I can identify parts of the verb 'llevar' (to wear) to talk about what I'm wearing. I can describe clothes I'm wearing using adjectives of colour. I can describe clothes I'm wearing using more adjectives. I can understand a detailed description of a fancy dress outfit. I can design and describe a football / sports kit.</p>