

Bel Royal Primary School

Each Unique, Together We Thrive

Year 5 Curriculum Newsletter

English

Throughout the summer term, pupils will explore a range of engaging and high-quality texts to inspire and support their learning in English. Lessons will focus on developing reading, writing and spoken language skills, both within English sessions and across the wider curriculum.

At the start of the term, the children will complete their writing journey inspired by *The Lost Thing* by Shaun Tan. The standard of writing they have produced so far has been fantastic, and we are very much looking forward to sharing this work with you.

The key texts that will drive our learning in English this term are:

- **Curiosity: The Story of a Mars Rover**

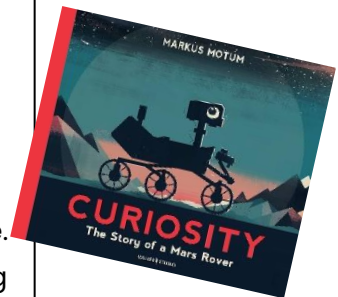
This non-fiction text links closely to the children's science learning about space. Using this book, pupils will write explanation texts and formal letters, developing their ability to write clearly and appropriately for different purposes and audiences.

- **The Present (short film) by Jacob Frey**

This stimulus will encourage pupils to explore character actions and motivations. Children will then write a narrative retelling of the film, with a focus on using direct speech, adverbs, and relative clauses to add detail and depth to their writing.

Reading will take place daily through Whole Class Reading (WCR) sessions, using a wide range of fiction and non-fiction texts across different genres. These lessons focus on reading fluency, explicit vocabulary teaching, and comprehension skills.

Spelling session tailored to your child's needs will continue. Pupils engaging in their spelling activities for home-learning support this greatly.



Maths

In maths this term, children will develop their understanding across a range of key areas, building fluency, reasoning skills and confidence in problem-solving.

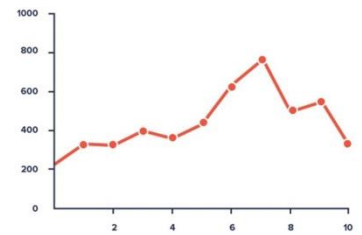
We will begin by focusing on **decimals and percentages**, where the children will deepen their understanding of place value and the relationship between fractions, decimals and percentages. Children will practise reading, writing, ordering and comparing decimals, as well as applying this knowledge to real-life contexts such as money, measures and simple percentage problems.

Following this, the children will study **statistics**, learning how to read, interpret and construct **line graphs and tables**. They will use data to answer questions, identify patterns and trends, and draw conclusions, developing skills in analysing information and presenting findings clearly.

Our learning will then move on to **measure**, where we will calculate **perimeter, area and volume**. We will apply known formulas to regular shapes and extend our understanding by investigating irregular shapes, developing strategies to break them down into manageable parts. Practical activities will support children in visualising volume and understanding how measurements relate to real-world contexts.

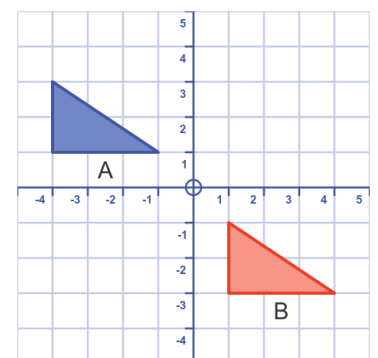
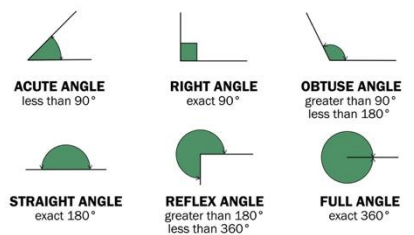
In **geometry**, the children will explore **shape**, including identifying and measuring **angles** and understanding degrees within both 2D and 3D shapes. They will learn to recognise properties of shapes and apply their knowledge to solve problems. As part of **position and direction**, children will plot and interpret coordinates, describe and perform translations, and investigate symmetry. They will also explore **horizontal and vertical lines**, strengthening their spatial awareness and use of mathematical vocabulary.

Throughout the term, the children will be encouraged to explain their thinking, apply their learning to reasoning and problem-solving activities, and use accurate mathematical language across all areas of maths.



Area: the measurement of a space inside a shape using square units.
Perimeter: the measurement around the outside of a shape.

TYPES OF ANGLES



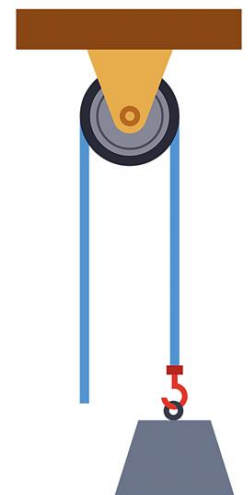
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Science

Our main science focus this term will be **forces**. We will build on our prior learning from Year 3 by revisiting key ideas such as *what a force is* and *how friction works*. Through a range of practical, hands-on investigations, children will plan and carry out experiments, make careful observations, record results, and begin to draw conclusions using scientific language. As the topic develops, we will introduce new learning linked to **air, water and wind resistance**, exploring how these forces affect moving objects. Children will also learn about the work of **Galileo**, helping them to understand how scientific knowledge has developed over time. Later in the term, we will investigate **gears, levers and pulleys**, exploring how forces can make tasks easier or harder. We will consider real-life applications and discuss when forces can be helpful or unhelpful in everyday situations, strengthening our understanding of how science links to the world around us.

Towards the end of the term, we will revisit the topic **Animals, including Humans**, with a particular focus on **life cycles**. Children will learn to describe the changes humans experience as they grow from infancy through to old age. This will include age-appropriate learning about the physical and emotional changes associated with **puberty**. Before this content is taught, parents and carers will be informed about the specific vocabulary and themes that will be covered, so that you have the opportunity to discuss and support this learning at home if you wish.



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History

In History this term, we will study the fascinating ancient civilisation of the **Maya**, developing our understanding of how past societies lived and how this compares with life in Britain during the same period.

Children will begin by exploring the **geography** of the Maya civilisation, locating where the Maya lived and considering how the landscape influenced their way of life. They will learn about **agriculture and natural resources**, including how the Maya farmed, sourced food and used the environment to support their communities. We will also investigate the organisation of **city-states**, understanding how Maya cities were governed and how they interacted with one another. As part of this topic, we will study **religion and beliefs**, learning about Maya gods, religious practices and ceremonies, including **sacrifice**, helping us to understand how beliefs shaped daily life and decision-making. The children will then explore the many **inventions and achievements** of the Maya civilisation, including their advanced knowledge of **calendars, mathematics and astronomy**. We will learn how the Maya developed complex number systems and calendars, and how their understanding of the stars influenced farming, religion and everyday life. Towards the end of the unit, we will examine the **factors that contributed to the decline** of the Maya civilisation, considering a range of theories and evidence. The children will be encouraged to think critically about how environmental, political and social factors may have played a role. Finally, we will make historical comparisons by revisiting knowledge of the **Anglo-Saxons**, identifying similarities and differences between the Maya civilisation and early British settlements. This comparison will help us to deepen our understanding of chronology, change over time and the diverse ways people have lived in the past.

Throughout the topic, the children will develop key historical skills, including asking questions, using sources, and explaining their ideas using subject-specific vocabulary.



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PE

In PE we are fortunate enough to have a **cricket** coach with us. Mr Dolman is also really excited to take the children to the beach, to build on the **volleyball** skills they learnt earlier this year.

Art and DT

In Art this term, we will explore a range of techniques and materials through both **three-dimensional art** and **printing**.

We will begin by developing our skills in **3D art and sculpture**, taking inspiration from the work of **Barbara Hepworth**. We will study her use of form, shape and texture, and discuss how her sculptures express movement and emotion. Using this inspiration, we will plan and create our own sculptural pieces. The children will learn how to use **armatures** to provide structure and support before working with **clay**, developing techniques such as shaping, smoothing and joining to create stable and expressive forms.

Later in the term, we will explore **reduction printing**, inspired by the bold and colourful work of **Andy Warhol**. The children will learn how a single printing block can be carved and printed multiple times to create layered images, building understanding of pattern, colour and repetition. The children will experiment with composition and colour choices, developing their confidence and creativity with printing processes.

Throughout the term, the children will be encouraged to evaluate their own work and the work of others, use appropriate artistic vocabulary, and develop their skills through experimentation and reflection.

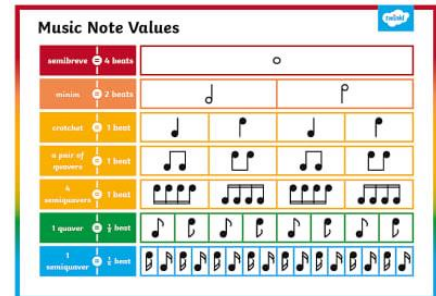


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Music

We will continue to learn the names of notes and their notation (e.g duration). We will use these to play short tunes. Then we will use our knowledge to write our own short compositions.



Computing

This term's unit looks at how a flat-file database can be used to organise data in records. Children will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others. We will use technology to enrich our learning throughout the curriculum and continue to focus on online safety.

RE

This term, we will first consider the question 'What would Jesus do?' in a unit of work focused on how Christians live. Then we will consider: What matters most to Christians and Humanists? This will be the first time the children consider a non-religious world view.

PSHE

Our focus areas in PSHE are **Health and Wellbeing**. Key areas of discussion will be:

- Healthy sleep habits - sun safety; medicines, vaccinations, immunisations and allergies.
- Personal identity - recognising individuality and different qualities; mental wellbeing.
- Keeping safe in different situations, - including responding in emergencies, first aid.

We will also have conversations about **Relationship and Sexual Education**. More information on the content and timings will be shared with you in advance of any teaching.

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Home-Learning

In line with our School Reading policy, the children will bring home the text we have been reading in class. They should read this aloud 3x at home to support their reading fluency. Children should also be supported in having 'reading for pleasure' as an integrated part of their day. Children can borrow books from school to support this. Home-reading expectations and guidance can be found here [Reading at Home Guidance](#)

To support our Maths learning, children should continue to secure their times table facts (multiply and divide) – this helps with their four operations work as well as fractions and so many other areas. Playing just 10 minutes, 3 times a week will make a real difference.

Please let me know if you need a replacement QR code.

Trips/Visitors/Events

Year 5 have the following trips and visitors:

- Beach Safety at St Brelade's Bay. This is led by the team who taught us swimming this year.
- Safety in Action at Highlands College.
- St Aubin's Fort Residential (1-3 July)

We will also be having a Maya-themed topic day, with the date to be confirmed.

DATES FOR YOUR DIARY

| | |
|---|-----------------------------|
| 4 th May | Bank Holiday |
| 5 th May | School Disco |
| 15 th May | Surf to school day |
| 18 th – 22 nd May | Walk to school week |
| 25 th – 29 th May | Half Term |
| 26 th June | Whole School walk |
| 1 st – 3 rd July | Residential St Aubin's Fort |
| 8 th July | Sports Day |
| 15 th July | Summer Fayre |
| 17 th July | End of Term |

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