



The Cape Primary School

• Excellence through partnership •

Year 5

In English...

During this term we are exploring two different texts: Greek Myths and 'There's a boy in the girls bathroom'. We will use the plots and themes in the book to help support our writing. This term we will create our own myths, playscripts, dilemma narratives and balanced arguments. Throughout the term, we will continue to learn new sentence targets and practice all elements of SPaG.

We will work on handwriting, relative clauses, commas, modal verbs and paragraphing with the children.

In Maths...

This term children will deepen their understanding of decimals and negative numbers which continues on from our previous unit. We will then move onto looking at properties of shape, measure, volume and conversions of measures and angles.

Throughout these units we will continue to show our understanding when solving multistep problems and will check our answers using the inverse. Children will continue to use representations and practical resources to deepen their understanding. At home, children should continue to practise their KIRFs and TTRS.

In Science...

In Science children will describe the life process of reproduction in some plants and animals. They will describe the differences in the life cycles of a mammal, an amphibian and a bird. Children will describe the changes as humans develop to old age. They will learn about gestation periods for animals and explore foetal development. They will learn about what happens to our bodies as we get older, including puberty and growth.

What you need to know about Year 5

Important dates this term:

04/05/26 Bank Holiday
21/05/26 Book Bus
25th-31st May Half Term
10/06/26 School Nurses
19/06/26 Ancient Greek Workshop
24/06/26 County Lines Workshop
02/07/26 summer fayre
17/07/26 Summer Holidays

Staff working in Year 5:

Mrs Scott Miss Chapman, Miss Moss
Mrs Kaur,

Our P.E days are: (Please ensure your child is in the correct uniform)

5A—Wednesday and Friday
5B— Tuesday and Friday
5C—Tuesday and Wednesday

You can help at home by:

Reading a wide range of texts and ensuring your children complete their homework and practice their spellings. The School have provided a subscription to Reading Plus and Times Tables Rockstars, please ensure it is utilised daily.

In P.E...

Outdoor & Adventurous Activity:

In this unit children will be able to co-operate to share roles within a group and listens to each other's ideas when planning a task. They will be able to take responsibility for a role and begin to take the lead when needed. Children will be able to give clear instructions and adapt strategies when needed.

Children will be able to plan a simple orienteering trial for others to complete using the local areas. They will be able to read some map symbols and begin to read a compass.

Athletics:

In this unit children will be able to explain and perform the correct technique for the shot putt developing their fluency and control.

Children will be able to perform a basic long jump technique and be able to describe the different phases of the jump. They will be able to measure and judge a 'run up' to help them achieve a greater distance.

Children will be able to describe and use the 3 phrases of sprint to start to correct and refine the technique. They will understand why reaction time is important as well as stamina. Children will be able to understand and decide on an appropriate running pace to cover a set distance.



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In Computing...

In Computing learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

In Computing learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. Learners represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.

In PSHE...

Children will recognise how their actions affect themselves & others (focus- hurt feelings). At the end of the term, children will be able to understand that friendships have their ups & downs but they are aware of strategies to resolve and reconcile differences. This links to identifying if a friendship (on or offline) is making them feel unsafe or uncomfortable and where to get support when needed (including DA). Children will explain the nature and consequences of unhealthy relationships: including racism, bullying, inappropriate & aggressive behaviours. They will continue to explain to others the 'PANTS' rule using understanding of puberty talk & links to unhealthy secrets including FGM awareness; recognising what kind of physical contact is acceptable & unacceptable. They will know when and why to use Cape's 'No! Stop! I don't like it!' and when & why to seek help & share problems. Children will explore online safety. They will also identify that people living within communities have different values, customs, genders & sexualities and beliefs but we can still be friends (tolerance, resilience, empathy).

In Music...

The theme for summer 1 is how music is a friend, guide and support. Children will continue to learn about all the Foundational Elements of Music with a focus on expression of musical meaning through words, while working implicitly with all the other elements of music as they go through the steps of the unit listening, appraising, playing, performing, composing and improvising will continue to factor into the unit and children will also continue to use a tuned instrument. In summer 2 the broader social theme of this unit is music being a Nature Lover and Guardian of the Earth. Children will continue to learn about all the foundational elements of music with a focus on musical elements, while working implicitly with all the other elements of music as they go through the steps

In MFL...

Our first unit is 'habitats' and children will be learning about the plants and animals which live in different habitats and how they have adapted in order to survive there. They have covered this in science lessons so can use this knowledge when speaking about habitats in Italian!
The second unit we will cover is 'The Olympics' where children will learn how to say a variety of sports along with the correct verb for 'I do' or 'I play'. They will be expected to read and understand longer passages of Italian writing, as well as writing their own more complex sentences.
We will continue to use the four key skills of speaking, listening, reading and writing throughout Italian lessons.

In RE...

In this unit, pupils explore key Hindu beliefs, including Brahman (ultimate reality), atman (eternal self), karma, samsara, dharma and moksha. Through stories, values and life stages, they learn how Hindus see life as a journey toward liberation, guided by moral choices, responsibility, non-violence, truthfulness and making a positive difference.
They will also understand Christian beliefs about Holy Week, Jesus' death and resurrection, and the idea of sacrifice and salvation. Through Bible study, art, discussion and reflection, children explore responsibility, symbolism in Communion, and how sacrifice can inspire positive action in their own lives and community.

In Creative...

In Art & Design children will design and make more complex forms in 3D in the shape of a Greek container/tile displaying images from Greek myths. Children will use a range of modelling materials to develop joining techniques learnt in year 3 in order to attach images to their container. They will also learn to understand how to finish work to a good standard.

Design Technology—Food

In this unit of work children will build on their knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet to investigate and make a traditional Greek recipe with greater emphasis on how the food is presented for the intended user.

They will learn to generate innovative ideas through research, discussion, annotated sketches and IT to develop a design brief and criteria for a design specification linked to the user and purpose.

They will build on their knowledge from year 3 to understand how to use utensils and equipment including heat sources to prepare and cook food as well as understand about seasonality in relation to food products and the source of different food products. They will learn to carry out sensory evaluations of a range of relevant products and ingredients and record using tables/graphs/charts as well as evaluate the final product with reference back to the design brief and specification, considering the views of others when identifying improvements. Children will also learn to understand how key chefs have influenced eating habits to promote varied and healthy diets.

In Geography children will focus on the country of Greece, its position within Europe and environmental regions. They will continue to develop their knowledge of using 6-figure grid references to locate key physical and human features on a map and in particular how the food, mineral and water aspects influenced settlements and land use as well as trade links across the country.

In History children will learn about legacies created by the ancient Greeks. They will continue to develop their chronological understanding further, comparing periods of history through interval and when creating timelines, children will create their own scale when given the start and end date. Children will build on their ability to use sources of evidence to form and investigate hypotheses, as well as make good suggestions of suitable evidence which can be used to back up conclusions but they will also begin to show an awareness of the concept of propaganda.

