

## History

### How has the Windrush generation shaped British society today?

Explore the journey of those who came to the UK on the Windrush and consider what it might be like to have come to England between 1945 -1960. Look at the influences of the Windrush generation.



## Mathematics

### Do numbers continue forever?

- Measurement – Volume - Cubic centimetres, Compare volume, Estimate volume & Estimate capacity.
- Geometry – Shape - Understand and use degrees, Classify angles, Estimate angles, Measure angles up to 180°, Draw lines and angles accurately, Calculate angles around a point, Calculate angles on a straight line, Lengths and angles in shapes, Regular and irregular polygons, 3-D shapes.
- Geometry – Position & Direction - Read and plot coordinates, Problem solving with coordinates, Translation, Translation with coordinates, Lines of symmetry, Reflection in horizontal and vertical lines.
- Number – Decimals - Use known facts to add and subtract decimals within 1, Complements to 1, Add and subtract decimals across 1, Add decimals with the same number of decimal places, Subtract decimals with the same number of decimal places, Add decimals with different numbers of decimal places, Subtract decimals with different numbers of decimal places, Efficient strategies for adding and subtracting decimals, Decimal sequences, Multiply by 10, 100 and 1,000, Divide by 10, 100 and 1,000, Multiply and divide decimals – missing values.

## MFL – French

### Who is doing what in an illustration?



#### Space

Develop some vocabulary as well as grammar. Develop listening and language detective skills as well as sentence structures.

#### Meet My French Family

An introduction to family and relations vocabulary  
How to express likes and dislikes  
Produce a piece of written work, describing members of a family, looks, ages, and birthdays.

## English

Can we apply the knowledge and themes in 'Dancing in the Rain' to other curriculum subjects?

**Reading: Dancing in the Rain – collection of poetry by Trinidadian writer John Lyons.** Produce written work inspired by the poetry (**Description, letter, poems**).  
**Non-fiction title: Suffragette – The Battle for Equality by David Roberts. (Balanced Argument, Fact-files).** Reading comprehension questions based on the poetry to draw personal and emotional responses as well as showing literal understanding of the language and meaning. Revise grammar rules, including apostrophes, semicolons and tense consistency. Additionally, work on punctuation and sentence structure, including using subordinating and co-ordinating conjunctions to add clauses.



## Year 5 Summer Term 2025 Learning Summary

## Religious Education

**Miracles strengthen a follower's belief in their God. Always, sometimes, never?**

**'Jesus the Healer':** with a focus on the healing miracles performed by Jesus. The children will become familiar with a selection of miracles within the Bible. They will then look at different types of miracles performed by Jesus.

**Why do Hindus want to be good?**

**Hinduism:** Pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'What do Hindus believe God is like?' and 'What does it mean to be a Hindu in Britain today?'

## Science

### Earth and Space

**Why don't we sense motion? and the planets; what causes night and day; and the phases of the moon.**

**What do all life cycles have in common?**

**Living Things and Their Habitats** - we will be learning about plant reproduction in some plants and animals and life cycles in mammals, insects and birds which will include investigations.

## Rights Respecting

Topical current affairs issues which add relevance and produce opportunities for debate.



## Art & Design – Space

**How can we transform the perception of space?** Looking at the representation of space through different artists. This will include literal representations of our solar system as well as the use of spacing to create a specific visual effects in artwork. Children will then create their own piece of artwork inspired by this.



## Computing

**What do the following terms mean in Computing - 'sequence' and 'repetition', and 'selection'?**

**Programming:** Explore programming using scratch to create quizzes. They will learn about coding different options and outputs within this.



## PSHCE

**What do you need to consider when making a budget?**

**Citizenship and Economic Wellbeing:** an introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community. Economic wellbeing: an understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.



**What responsibilities and opportunities can I take on in Year 6?**

## Music



**Do you need to understand the words to feel the music?**

The music of West Africa including Yoruba. Explore rhythmic patterns in the context of the music, with opportunities to perform. (Inter-dimensions of music will be taught alongside – note and rhythm reading) and explore rounds.

## Geography

**Can you only use one type of map when investigating your local area?**

**Our Local Area –** Investigating London, Wandsworth and Battersea to understand the key physical and human features that exist and explore significant changes over time.



## Design & Technology – Textiles

**Is the product functional or decorative? Why?**

Exploring textiles, specifically fabric printing. Explore different clothing and styles as well as exploring printing techniques. Use these skills to create our own design to be printed.



## PE & Sports

**What did you learn about movement on the tennis court?**

Recognise changes to the body when exercising including heart rate and body temperature and what to do to improve stamina, naming some suitable activities.  
Orienteering, volleyball, tennis and rounders.  
Athletics

