	<p>WOODFORD PRIMARY SCHOOL</p>	<p>Curriculum Overview for Parents 2025-2026</p>	<p>Year: Five</p>	<p>Term: Summer 2 2026</p>
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Curriculum Areas

English:



This term, we will be focusing on:

- Cohesion within and between paragraphs
- Vocabulary structures to reflect formality.
- Purposeful choice of punctuation
- Revisiting multi-clause sentences
- Modal verbs (adverbs for possibility)
- Using punctuation to enhance the meaning (hyphen/dash)
- Expanded noun phrases to describe

We will be looking at a traditional fairy tale with elements of this being a hybrid text. 'Inside the Villains' is a narrative as well as an informative piece of text.

Our focus for this unit is to understand archetypal characters and presenting them in a narrative and non-narrative form. The children will rewrite a story about a chosen character. They will produce a fact file about their chosen character and will write a first-person introduction about this character.

The next text links well with the work from 'Inside the Villains'. The children will use the character they have developed in the previous unit to link their learning to the final unit this term called '101 Things To Do To Become A Superhero Or Evil Genius'. This is an instructional and explanatory manual. The children will focus on the formality and register of their writing. The children will include one of the fairy tale characters in the manual.

The children will have a taught session of spellings each week and will have time during the week for practising the spellings. The spellings will be sent home as homework and uploaded onto Spelling Shed. Please ensure all worksheets sent home are uploaded to the activity part on Class Dojo.

Maths:

This term the children will be moving onto understanding and using the concept of factorisation with square and prime numbers. The children will learn what a square and prime number is and how to use them in context. Afterwards, the children will learn about common factors and multiples of numbers to solve calculations efficiently.

The children will then move onto fractions.

They will learn:

- Multiplying a proper fraction by a whole number
- Multiplying improper fractions and mixed numbers by a whole number
- Find unit and non-unit fractions of whole numbers exploring parts and wholes
- Comparing fractions using equivalence and decimals

Later in the term, the children will learn about converting units and applying this to real-life scenarios. The final unit will be angles, comparing, naming, estimating and measuring angles.







Science:



This term, the children will be studying another biology unit and are building on their knowledge of what it means to be a biologist. The topic we are looking at is 'Human Growth'. They will be able to explain changes all humans go through in their life cycle as they develop towards old age. Throughout the unit, they will build upon their working scientifically skills to report and present findings from enquiries including written forms and presentations. All of their learning will link to our PSHE unit this half term on 'Changing Me'.

The questions we will be exploring over the term are:

- How do newborn babies change into teenagers?
- How do girls become women?
- How do boys become men?
- What is the human life cycle?

<p>Geography: </p> <p>Our new 'Opening Worlds' unit is about Interconnected Amazon. Our geographical thinking will explore the question "How does agriculture in the Amazon interact with other parts of the world?"</p> <p>This term, the children will continue to study the Amazon but with an in-depth focus on the Bolivian Amazon and farming.</p> <p>They will look at the journey of soy produced in Bolivia, as well as primary, secondary, and tertiary industry. We will also look at international trade.</p> <p>The children will explore the effects of changes in trade and trans-national companies.</p> <p>We will look in more detail at the environmental connections, carbon cycle and the impacts of deforestation. The children will see the social connections and the link with globalisation.</p> <p>The geographical skills the children will be using are interpreting and drawing bar graphs, creating a simple enquiry process and using a questionnaire.</p>	<p>History:</p> <p>Our new 'Opening Worlds' unit is a local history study based on 'Whitehorse Hill' on Dartmoor.</p> <p>Our historical thinking will explore the question "What can we learn about the lives of Bronze Age people from Whitehorse Hill on Dartmoor?"</p> <p>The children will explore how prehistoric people lived on Dartmoor and what their daily lives would have looked like. They will understand what a cist is and why the Bronze Age people built a cist at Whitehorse Hill. The children will then investigate Dartmoor and gain an understanding on what we can learn about the lives of Bronze Age people from Whitehorse Hill.</p> <p>The disciplinary focuses the children will be working on is 'change and continuity using evidence.'</p>	<p>Computing:  about Word Processing on Microsoft Word. This unit introduces children to word processing using the Desktop version of Microsoft Word. Children will explore how to edit, format and create their own documents.</p> <p>The key learning for this unit us:</p> <ul style="list-style-type: none"> • To format text in a new Word document and then save it. • To learn how to edit text and apply more advanced formatting. • To learn how to adjust the layout of a Word document. • To learn how to insert and format images in Word. • To use tables in Word to organise information. • To combine Word skills to create and review a factsheet. 	<p>RE: </p> <p>Our new 'Opening Worlds' unit is a compare and contrast study of various Christian sites.</p> <p>Our thinking will explore the question, 'How are Christian churches similar and different?' This unit will focus on Christian places or worship, involving a local visit to a church and comparing and contrasting it with a different place or worship.</p> <p>They will revisit and build upon previous RE Christian learning, especially their Y4 'Living Christian traditions' unit.</p> <p>Whilst studying two contrasting places of worship, children will explore their diversity. They will remember that Christianity is global and varied, and that buildings, art and architecture differ widely. They will also then learn about varying worship practices, observing their features and answering questions such as where are the crosses? Is there a pulpit, font or baptistry?</p>
<p>PE: </p> <p>Outdoor PE: Striking and fielding (Wednesday) Outdoor PE: Orienteering (Thursday)</p>	<p>DT: </p> <p>In DT this half term, we are studying 'Mechanical Systems: Gears and Pulleys'. The children will investigate the history, mechanics and use of gears and pulleys. They will be able to:</p> <ul style="list-style-type: none"> -give examples of machines that use gears and/or pulleys. -describe how gears and pulleys work and their purpose. -design and make a gear and pulley system. 	<p>French: rachelhawkes.com</p> <p>This term, the children are continuing to use their knowledge on the verb 'être', beginning to independently describe a range of scenarios using the plural forms of ils/elles/ vous/nous.</p> <p>Using new and previously applied grammar and vocabulary, they will be able to use être and adjectives to describe different cultural practices that are celebrated globally in French-speaking countries.</p>	<p>PSHE: </p> <p>Children will be learning about 'Changing me' – learning how to cope positively with change.</p> <p>Throughout this unit the chill will:</p> <ul style="list-style-type: none"> • Become aware of their own self-image and how their body image fits into that • Explain how a girl's body changes during puberty and understand

	<p>-evaluate a product against a set of design criteria, provide useful feedback and incorporate changes</p> <p>-draw and annotate an eco-gadget bike design.</p>		<p>the importance of looking after themselves physically and emotionally</p> <ul style="list-style-type: none"> • Describe how boys' and girls' bodies change during puberty • Understand that sexual intercourse can lead to conception and that is how babies are usually made • To also understand that sometimes people need IVF to help them have a baby • Looking forward to becoming a teenager and understand this brings growing responsibilities (age of consent) • Looking forward to when they move to their next class.
<p>How I can support my child this term:</p> <ul style="list-style-type: none"> • Please use the Learning Partnership Planner to record reading and practice at home. • Message the class teacher on Class Dojo should you have any issues with curriculum, learning, wellbeing or behaviour. • Times Table Rock Stars, Numbots and Spelling Shed. 		<p>My child's timetable:</p> <p><u>PE</u></p> <p>Outdoor PE: Striking and fielding will be on a Wednesday and taught by ARENA.</p> <p>Outdoor PE: Orienteering will be on a Thursday taught by class teachers.</p>	
<p>STRIVE for Success</p>			



Spelling Shed