

# Year 5 Overview Summer 2026

	In class your child will....	At home you could.....
<b>Science</b>		
<b>Living Things and their Habitats</b>	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<i>Have a look in your garden - what animals can you identify? Make observational drawings of animals, plants and seeds. Create a lifecycle wheel of your favourite animal and write an explanation of each stage. Explore the following website: <a href="https://www.bbc.co.uk/bitesize/topics/z6wwxn/articles/zdvhxbk">https://www.bbc.co.uk/bitesize/topics/z6wwxn/articles/zdvhxbk</a> write notes and share the information with someone at home.</i>
<b>Animals including humans</b>	Describe the changes as humans develop to old age.	<i>Look at baby photos together and family photos; notice the differences as people age. Talk about how it felt for you growing up.</i>
<b>Computing</b>		
<b>Data Handling with Microbits</b>	Using the microbits, we will work with various forms of input and output. We will use the microbits to collect data about temperature, and then process this data.	<i>Visit <a href="http://makecode.microbit.org">makecode.microbit.org</a> to explore more of what you can do with a microbit, in preparation for exploring in school.</i>
<b>Online Safety</b>	Keeping Games Fun and Friendly - Social interaction is part of what makes online gaming so popular and engaging for children. Of course, online communication can come with some risks. Your child will be learning how to keep their gaming experiences fun, healthy, and positive  A Creator's Rights and Responsibilities - it's common for children to use images they find online, for school projects or just for fun. However, they don't often understand which images are OK to use and which ones aren't. Your child will learn about the rights and responsibilities they have when it comes to the images they create and use.	<i>Talk to your child about their gaming experiences, positive and negative. Reinforce that they can always talk to an adult. In school we emphasise 'Block, Report, Tell' if they come across any issues.  You could do something creative together with your child. Whilst doing so, ask them to show you how they know if an image is OK to use. If they copy something from a website or another source, encourage them to credit the source somewhere.</i>
<b>Religious Education</b>		
<b>What does it mean to be a Humanist in Britain today?</b>	Identify some data around numbers of non- religious people and specifically Humanists. Give examples of ways in which Humanists put their beliefs and values into practice. Understand what motivates some Humanists to strive to make the world a better place.	<i>Write down three rules that both you and a Humanist would agree on and say why it is important.</i>
<b>What can be done to reduce racism? Can religion help</b>	Describe examples of ways in which people use teachings to make sense of responses to racism. Make clear connections between the challenges racism presents and how people of religious and non-religious world views respond to these. Offer evidence and examples expressing insights of their own to the unit question.	<i>Design a poster about what can be done to reduce racism using your own thoughts and evidence.</i>

Geography		
<b>South America</b>	Learn about who lives in the rainforest and how the rainforest is linked to medicine and materials we use. Think about why the rainforest is important. Learn about what makes the rainforest a unique habitat and how they help control world climate. Reflect on how the rainforest is changing.	<i>Research rainforests in other continents. Draw a map of the world identifying different rainforests or create a fact file about a particular rainforest you have researched.</i>
History		
<b>The Maya</b>	Learn about different aspects of the Maya civilisation of Central America, which reached its peak around ad 900, allowing an opportunity to appreciate the achievements of a society that existed at the late Anglo-Saxon/Viking period in Britain. We will learn how Maya society established magnificent ceremonial cities in the jungles of Central America – places where ordinary people who were (as now) mostly farmers, visited for special religious or seasonal ceremonies and rituals.	<i>Make a Maya-inspired meal with tamales, tortillas, avocados/guacamole, chocolate and Poc Chuc (The term poc chuc is made up of two Mayan words: poc, which means to toast, especially on hot embers, and chuc, which is charcoal – barbecue some meat/vegetables).  Use Google Earth to visit some of the beautiful Mayan ruins.</i>
Art		
<b>Clay masks</b>	Learn about the importance of masks in the Maya culture and research different types of Maya masks. Children will sketch a variety of their own designs before creating their favourite design out of clay using slab techniques. They will also use oil pastels and ink to create different Maya inspired art.	<i>Create a Maya inspired mask out of recycled materials. Choose different shapes/symbols to represent aspects of your family.</i>
Design Technology		
<b>Micro Pets</b>	This unit introduces the micro:bit and explains how it can be used. The focus is on incorporating the physical micro:bit into a basic making activity. Students will be introduced to the MakeCode programming environment and learn the process for importing a program and downloading it onto the micro:bit. In the unplugged activity, students will learn about design-thinking and prototyping by interviewing each other about an ideal, imaginary pet. In the final project, students will use what they discovered in their interviewing and prototyping to craft a micro:pet to their partner’s specifications with the micro:bit.	<i>Visit <a href="https://makecode.microbit.org">makecode.microbit.org</a> to explore more of what you can do with a microbit, in preparation for exploring in school.  Explore making with card, paper, etc. How can you make strong joints? What materials are good for colouring?  Ask someone at home what they would like you to make. Try to make something that fits their ideas.</i>
Music		
<b>Learning the Jumbie Jams</b>	Learn how to play Jumbie Jams (steel pans.) Learn how to hold the mallet in the correct way. Practise playing individual notes as well as ‘rolling’ on a note. Understand how to play as an ensemble and perform as a class.	<i>Listen to music involving steel pan bands. Create some dance moves to go with the steel pan music.</i>
Personal, Social and Health Education		
<b>Relationships</b>	Understand the key concepts of self-recognition and self-worth. Know that a personality is made up of many different characteristics, qualities and attributes. Know how to stay safe when using technology to communicate with friends. Know that there are rights and responsibilities when in an online community or when playing a game online.	<i>Discuss with your child who they talk to online. Discuss what they should do if someone is not being respectful in an online community.  Create a diagram of your child’s network of friends. Evaluate it with them, do they have friends in different social settings?</i>

<b>Sex education</b>	<p>Become more aware of their own self-image and how body image fits into that. 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. Identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities.</p>	<p><i>More information about this unit will be sent home separately. It will be important to discuss this topic before, during and after teaching in school. You will be informed of when it is happening, after half term.</i></p>
<b>Physical Education</b>		
<b>Athletics</b>	<p>Choose the best pace for a running event so that they can sustain their running. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities.</p>	<p><i>Practise jumping at home. How far can you jump from a standing start? How far can you jump from a running start?</i></p>
<b>Cricket</b>	<p>Strike a bowled ball. Use a range of fielding skills, e.g. catching, throwing, bowling and intercepting, with growing control and consistency. Work collaboratively in pairs, group activities and small-sided games, using and applying the basic rules consistently and fairly. Understand and implement a range of tactics in games. Identify their own strengths and suggest practices to help them improve.</p>	<p><i>Practise throwing and catching a ball. How high can you throw it? How many catches can you do in one minute? Practise the overarm throw. Can you perform an overarm throw with a run-up?</i></p> <p><i>Gather your friends together and play a match of Kwik Cricket. Decide who would get the most improved player award and best sportsperson award.</i></p>

## Modern Languages

### **French: Les Vêtements (Clothes)**

In this unit the children will learn how to:  
Repeat and recognise the vocabulary for a variety of clothes in French.  
Use the appropriate genders and articles for these clothes.  
Use the verb porter in French with increasing confidence.  
Say what they wear in different weather/situations.  
Describe clothes in terms of their colour and apply adjectival agreement.  
Use the possessives with increased accuracy.

*Play some games to practise the vocabulary for these topics.*

*Go to the website <https://www.lanquageangels.com/schools/>*

*Click on 'LOGIN'*

*Select 'PUPIL LOGIN'*

*Username : Willand5C Password : WillandPupil*

*Or Username : Willand5S Password : WillandPupil*

*Click on 'Games' and then 'Intermediate'*

*Then select our topic 'Les Vêtements'.*

### **Quel temps fait-il? (What is the weather?)**

In this unit the children will learn how to:  
Repeat and recognise the vocabulary for weather in French.  
Ask and say what the weather is like today.  
Create a French weather map.  
Describe the weather in different regions of France using a weather map with symbols.

*See the instructions above to play the games for this topic.*

*After clicking on 'French' select the topic 'Quel temps fait-il?'*