



# Teversham Church of England Primary School

## Curriculum Plans Summer 2026 - Kite Class Year 5













**Enrichment: Church visit, Illumina DNA day**





**Trips: Ely Cathedral, Visit to the coast**

**Marble treat: Outdoor wheels event**

**Learning will include:**

<p><b>English</b></p> 	<p>In English this term, the children will be learning how to create and build tension in writing a narrative. Throughout this, we will be thinking carefully about how our literary features, such as short sentences and onomatopoeia can be used to build this tension. We will write explanation texts towards the end of the first half term linking with our geography unit which will focus on coasts, climate change and rising sea levels. After half term, the children will write poetry focusing on author Joshua Seigal, following on and re-capping our studies about The Highwayman in the Autumn term. We will learn how to write creatively and in an informal, entertaining manner. We will focus our non-fiction writing around persuasive texts; expect the children to come out with lots of creative ideas about why (or why not) they should have homework! In this unit we will learn persuasive features and continue our study of formal writing. As ever, we will continue developing our reading skills through 4 times weekly reading session focusing on deep dives into our class texts which will be (continuing) Brightstorm and George's Secret Key to the Universe.</p>
<p><b>Maths</b></p> 	<ul style="list-style-type: none"> <li>• Fractions, decimals and percentages</li> <li>• Measure (including estimating, scales, money, time, length, mass, capacity and problem solving)</li> <li>• Statistics (line graphs and time graphs)</li> <li>• Angle (drawing, measuring and angles in different shapes including triangles and quadrilaterals and problem solving around this)</li> <li>• Geometry (area, volume, classification, nets, regular and irregular polygons, 2D and 3D shape)</li> <li>• Position (co-ordinates, reflections, translations and plotting points)</li> </ul>
<p><b>Science</b></p> 	<p><b>Second Half Term: Animals including humans</b></p> <p>We will be drawing timelines to indicate different stages of growth and development of humans. We will also be comparing the gestation period of humans and other animals and investigate the development of babies. The children will learn about the changes experienced in puberty and look at the changes that other animals experience. This unit will be completed alongside our SRE unit in PSHE.</p>
<p><b>Religious Education</b></p> 	<p><b>Christianity</b></p> <p><b>First Half Term:</b></p> <p>Our big question we will be focusing on this term will be "What is the great significance of the Eucharist for Christians?". Within this topic, we will be developing our Christian knowledge, thinking carefully about the Holy Communion and Jesus' sacrifice on Christians' behalf.</p> <p><b>Second Half Term:</b></p> <p>For the second half of the term, we will be thinking about our key question "Why do Christians think being a pilgrim is a good analogy for life itself?". In this unit, we will be thinking how Christians go on a pilgrimage to somewhere that is important to their faith, leaving behind everyday concerns and spending time in the presence of God.</p>

<p><b>History</b></p> 	<p><b>The Mayans c.900AD:</b></p> <p>In this unit, children will delve into the world of the Maya. We will focus our studies around the year (circa) 900AD. We will learn about different aspects of how the Maya lived including looking at their settlements and belief systems. We will spend time analysing at primary and secondary sources to deepen our understanding of rich history around the Maya and to develop our skills as historians. Children will learn the value of cross referencing sources and looking at historiography with a critical view. We will then take the knowledge gained in this unit and compare and contrast the Maya civilisation with the Anglo-Saxon people living in Briton at the time. This will help children to develop their world view of history in a particular moment.</p>
<p><b>Geography</b></p> 	<p><b>Coasts, Fenland and Climate Change:</b></p> <p>In this unit, children will be continuing their understanding of human and physical world and how the world is changing. We will story what a coast is and learn the geographical features of coasts. We will then look at how humans use the coasts and how are coasts are changing. In particular we will look at coastal erosion and the impact of erosion. Rising sea levels will be a large feature of this unit and we will discover what climate change has to do with the sea levels rising and how this all might affect us in Cambridgeshire; rising sea levels means that the low lying land in the fens are liable to flood, putting people in our region at risk. We will also be optimistic! What can do to help turn the tide of climate change at individual, local and government level?</p>
<p><b>Music</b></p> 	<p><b>Machines and Minimalist Music:</b></p> <p>In music this term we will be continuing with our topic linked to machines. We will be composing using vocal and percussion sounds, singing songs playing accompaniments and listening to a variety of musical pieces. We will also be learning about Minimalist music. This will be the focus for an extended composition task which we will carry out using the musical software Musescore as well as for rhythm and listening tasks.</p> <p>Later in the term we will be learning the songs for our summer production and learning about musical styles of the 20<sup>th</sup> century.</p>
<p><b>Art and Design</b></p> 	<p><b>Sculpture:</b> In art this term we are going to be using sculpture as a medium and focusing on Alexander Calder as an artist. We will learn more about the artist himself and will be paying particular attention to his piece, 'Lobster Trap and Fish Tail'. We will focus on mobile sculpture during this unit and in skills lessons children will learn the basic ways of joining wire and will be given time to experiment and play with different forms and shapes. We will end the unit by creating our own piece based on Calder's mobile sculptures by creating our own from wire. We are planning on taking inspiration from Angelsey Abbey</p>
<p><b>Design and Technology</b></p> 	<p><b>Moving Toys:</b></p> <p>Children will make a moving toy after learning about cam mechanism. We will learn about the purpose and value of toys. We will develop design skills by looking at existing products. We will explore how cam mechanisms generate movement. We will extend our making skills by developing techniques in cutting, shaping and joining to combine components and selecting techniques in cutting. We will consider functional and decorative attributes in a finished products.</p>
<p><b>Computing</b></p> 	<p><b>First Half Term:</b></p> <p><b>Introduction to vector graphics:</b></p> <p>In this unit, children will be creating their own vector drawings, learning that these are created using a selection of objects (shapes and lines). They will learn how to layer, group, and duplicate objects to create their using different drawing tools to help them create more completes pieces of work.</p> <p><b>Second Half Term:</b></p> <p><b>Programming (selection in quizzes):</b></p> <p>In this topic of computing, children will build on their prior learning of programming to develop their knowledge of <i>algorithms</i> and <i>selection</i> by revisiting how <i>conditions</i> can be used. They will learn about the <i>if, then, else</i> structure depending on whether a condition is <i>true</i> or <i>false</i>. The children will contrast programs in the Scratch and Micro:Bit environments to design a quiz by implementing their program.</p>

<p><b>Physical Education</b></p> 	<p><b>Summer 1: Athletics</b> In this unit pupils will learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin. As in all athletic activities, children will be encouraged to consider how to obtain the best possible speed, height, distance or accuracy and long how to achieve their personal best.</p> <p><b>Summer 2: Tennis</b> In this unit children will develop their knowledge of net and wall games. They will develop their tactical awareness, rallies, hand-eye co-ordination and awareness of the rules of tennis.</p> <p>Children will also learn dances in preparation for our KS2 production with their class teacher.</p>
<p><b>French</b></p> 	<p>This term we will be looking at how to describe our place in the world. We will learn language for themes connected to the world by learning specific vocabulary for countries of the United Kingdom, continents and animals from different continents and a country's position related to the Equator.</p>
<p><b>PSHE</b></p> 	<p><b>First Half Term: Managing Safety and Risk</b></p> <ul style="list-style-type: none"> <li>• To know I am responsible for my own safety and how I can help to keep others safe</li> <li>• To know how to stay safe in the sun</li> <li>• To know how to safely get the attention of adults in an emergency</li> <li>• To know how to carry out basic first aid</li> <li>• To know how to stay safe around public transport and recognise the benefits of using public transport</li> </ul> <p><b>Second Half Term: My Emotions</b></p> <ul style="list-style-type: none"> <li>• To recognise the importance of having a strong sense of identify and self-respect</li> <li>• To know how to look after my mental wellbeing, as well as my physical wellbeing</li> <li>• To understand what mental health is, how common it is and what self-care techniques I can use</li> <li>• To recognise loneliness and how to manage feelings of isolation</li> <li>• To recognise strong emotions and how to manage these appropriately</li> <li>• To understand the problems and consequences impulsive online communication can have</li> <li>• To know how and whom I can get support from when things are difficult</li> </ul> <p><b>SRE:</b> During the next term, children will take part in learning on sex and relationships education. By the end of the unit, the children should be able to describe some emotions associated with the onset of puberty and have strategies to deal with these. They will understand that puberty affects people differently, both physically and emotionally. They will be able to describe some characteristics of a loving and trusting relationship and show awareness of some family arrangements which are different from theirs.</p>
<p><b>Whole School Collective Worship Themes for Summer Term 2026</b></p>	
	<p>In the first half of term, we will explore the idea of <b>Christian Service</b>, considering the actions each of us can take. We will be engaging with the summer stewardship challenge from the Diocese of Ely and will take part in the "God's Green Guardians" challenge, developing pupils' abilities to see injustice, to become change makers and to be courageous in their actions.</p> <p>In the second half of the term we will explore the value of <b>truthfulness</b>. We will explore sharing the truth with compassion, considering the feelings of others. We will also think about the importance of telling the whole truth; avoiding exaggeration and telling the truth when it is difficult. We will consider people who have had the courage to be truthful in the face of challenges.</p> <p><b><i>We love because He first loved us. 1 John 4:19</i></b></p>