

# Corsham Primary School

## Parent/Carer Curriculum Newsletter







Year: 5 Class Teachers: Mrs Hawkins, Mrs Heard and Mrs Day







### Spring Term 2026 (05/01/26 – 27/03/26)

The following information will provide you with an overview of the objectives Year 5 will be focusing on this term. We hope you find it useful.

Your child will be focusing on the following objectives this term:

<p><b>Being a Mathematician</b></p> 	<ul style="list-style-type: none"> <li>• Multiply and divide number mentally drawing upon known facts</li> <li>• Multiply numbers up to 4 digits by a one-or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• Divide numbers up to 4 digits by a one-digit number using formal written methods of short division and interpret remainders appropriately for the context</li> <li>• Write mathematical statements <math>&gt;1</math> as a mixed number</li> <li>• Continue to apply knowledge of multiplication table facts to find equivalent fractions</li> <li>• Recognise the percent symbol and understand that percent related to 'number of parts per hundred'</li> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>• Recognise mixed numbers and improper fraction and convert from one form to the other</li> <li>• Read and write decimal numbers as fractions</li> <li>• Write percentages as a fraction with denominator hundred, and as a decimal</li> <li>• Know percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25</li> <li>• Compare and order fractions whose denominators are all multiples of the same number</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>• Read, write, order and compare numbers with up to three decimal places</li> <li>• Solve problems which require knowing key percentage and decimal equivalents</li> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Write narrative poetry</li> <li>• Write a biography</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use devices to build cohesion, including adverbials of time, place and numbers</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul>

<p><b>Being a Musician</b></p> 	<ul style="list-style-type: none"> <li>• Awareness of music from around the world</li> <li>• Understanding different rhythms</li> <li>• Identify instruments used to make Bollywood music</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Retrieve, record and present information from non-fiction books</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul>
<p><b>Being a Scientist</b></p> 	<ul style="list-style-type: none"> <li>• Work scientifically, creating scientific diagram and labels, classification keys, bar charts and line graphs</li> <li>• Properties and changes of materials: compare and group together everyday materials on the basis of their properties, including their hardness, solubility and transparency</li> <li>• Conductivity (electrical and thermal), and response to magnets</li> <li>• Solubility</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Reversible and irreversible change</li> <li>• Identify different types of organisms having different lifecycles.</li> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Explain how some plants reproduce using the terms 'pollinate and disperse'</li> <li>• Explain how some animals reproduce</li> </ul>
<p><b>Being an Engineer (Design Technology)</b></p> 	<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• Investigate and analyse a range of existing products</li> <li>• Understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<p><b>Being an Engineer (Computing)</b></p> 	<ul style="list-style-type: none"> <li>• Creating bar charts and line graphs on Excel</li> <li>• Recording data</li> </ul>
<p><b>Being a Geographer</b></p> 	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography</li> <li>• Understand land use, energy, pollution, minerals and water</li> <li>• Locate the world's countries</li> <li>• Place knowledge</li> <li>• Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Explore maps and globes – current issues around flooding/displacement of people</li> <li>• Temperature/seasons/weather</li> </ul>

<b>Being an Historian</b> 	<ul style="list-style-type: none"> <li>• Understand how things can change through time</li> </ul>
<b>Being an Artist</b> 	<ul style="list-style-type: none"> <li>• Create sketches to record their observations and use them to review and revisit ideas</li> </ul>
<b>Being an Athlete</b> 	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> <li>• Football</li> <li>• Basketball</li> </ul>
<b>Being a Philosopher (Religious Education)</b> 	<p><b>Hinduism</b></p> <p>What spiritual pathways to Moksha are written about in Hindu scriptures?</p> <p><b>Judaism</b></p> <p>What is holiness for Jewish people: a place, a time, an object or something else?</p>
<b>Being a Philosopher (PSHE)</b> 	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Smoking and alcohol awareness</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Food and nutrition</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising me</li> <li>• Online safety</li> <li>• My relationship with technology</li> </ul>
<b>Being a Linguist</b> 	<ul style="list-style-type: none"> <li>• Recite a short text in Spanish</li> <li>• Talk about pets in Spanish</li> <li>• Talk about the weather in Spanish</li> <li>• Vocabulary, spelling and grammar</li> </ul>

### Other Information:

Home learning will be set on a Friday, to be completed by the following Friday. Children should be practising their spellings and reading regularly at home as on-going tasks. Please support them to write comments about the books they are reading.

There will be two PE sessions a week, inside and outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms or leggings for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can they also bring in a water bottle to have on their desk at school. These will need to go home daily for washing.

The Year 5 Team