Corsham Primary School

Parent/Carer Curriculum Newsletter

Year: 5 Class Teacher: Mr Breese

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:

Being a Mathematician 	• Multiply and divide number mentally drawing upon known facts • 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 • 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 • Write mathematical statements >1 as a mixed number • Continue to apply knowledge of multiplication table facts to find equivalent fractions • Recognise the percent symbol and understand that percent related to 'number of parts per hundred' • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fraction and convert from one form to the other • Read and write decimal numbers as fractions • Write percentages as a fraction with denominator hundred, and as a decimal • Know percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25 • Compare and order fractions whose denominators are all multiples of the same number • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Read, write, order and compare numbers with up to three decimal places • Solve problems which require knowing key percentage and decimal equivalents • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm2) and square metres (m2), and estimate the area of irregular shapes
Being an Author – Writer 	• Write narrative poetry • Write a biography • Use modal verbs or adverbs to indicate degrees of possibility • Use the perfect form of verbs to mark relationships of time and cause • Use devices to build cohesion, including adverbials of time, place and numbers • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Being a Musician 	• Awareness of music from around the world • Understanding different rhythms • Identify instruments used to make Bollywood music
Being an Author – Reader 	• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Retrieve, record and present information from non-fiction books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
Being a Scientist 	• Work scientifically, creating scientific diagram and labels, classification keys, bar charts and line graphs • Properties and changes of materials: compare and group together everyday materials on the basis of their properties, including their hardness, solubility and transparency • Conductivity (electrical and thermal), and response to magnets • Solubility • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Reversible and irreversible change • Identify different types of organisms having different lifecycles. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Explain how some plants reproduce using the terms 'pollinate and disperse' • Explain how some animals reproduce
Being an Engineer (Design Technology) 	• 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Investigate and analyse a range of existing products • Understand how key events and individuals in design and technology have helped shape the world
Being an Engineer (Computing) 	• Creating bar charts and line graphs on Excel • Recording data
Being a Geographer 	• Describe and understand key aspects of human geography • Understand land use, energy, pollution, minerals and water • Locate the world's countries • Place knowledge • Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Explore maps and globes – current issues around flooding/displacement of people • Temperature/seasons/weather

Being an Historian 	• Understand how things can change through time
Being an Artist 	• Create sketches to record their observations and use them to review and revisit ideas
Being an Athlete 	• Dance • Gymnastics • Football • Basketball
Being a Philosopher (Religious Education) 	**Hinduism** What spiritual pathways to Moksha are written about in Hindu scriptures? **Judaism** What is holiness for Jewish people: a place, a time, an object or something else?
Being a Philosopher (PSHE) 	**Healthy Me** • Smoking and alcohol awareness • Emergency aid • Body image • Food and nutrition **Relationships** • Recognising me • Online safety • My relationship with technology
Being a Linguist 	• Recite a short text in Spanish • Talk about pets in Spanish • Talk about the weather in Spanish • Vocabulary, spelling and grammar

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