





Corsham Primary School








Parent/Carer Curriculum Newsletter

Year: 5 Class Teacher: Mr Breese

Summer Term 2026 (13/04/26 – 22/07/26)

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

<p>Being a Mathematician</p> 	<ul style="list-style-type: none"> • Understanding and using degrees • Classifying, estimating, drawing and measuring angles up to 180° • Calculating angles around a point and on a straight line • Recognising names and sketching an equilateral triangle, isosceles triangle, right angled triangle and scalene triangle • Recognising names and sketching parallelograms, rectangles, rhombuses and squares • Regular and irregular polygons • Read and plot coordinates • Identify lines of symmetry • Translation and reflections of shapes using coordinates • Adding and subtracting decimals • Multiplying and dividing decimals • Multiplying and dividing by 10, 100 and 1000 • Understanding negative numbers • Count through the zero • Converting different units of measure • Using ratio to convert between metric and imperial units of measure • Converting units of time • Comparing and estimating volume and capacity
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none"> • Articulate, answer and express their opinions through a non-chronological report • Participate in discussions and debates • Using descriptive effects. • Writing short stories. • Contributing constructively to shared discussion about literature
<p>Being an Author – Reader</p> 	<ul style="list-style-type: none"> • Learning about stories from other cultures • Widening experience of older literature • Discussing author's word choices and techniques • Retrieve information from a piece of text • Summarise a piece of text • Answering reading comprehension questions • Answering reading inference questions
<p>Being a Scientist</p> 	<ul style="list-style-type: none"> • How have scientific ideas developed over time?

<p>Being an Engineer</p> 	<ul style="list-style-type: none"> • Why does sequencing and coding matter? • Trial and error being helpful • Create an engaging board game based around trade
<p>Being a Musician</p> 	<ul style="list-style-type: none"> • Listen with attention to detail • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music
<p>Being a Geographer</p> 	<ul style="list-style-type: none"> • Investigate how the tourism industry works • Locate the world's countries, using maps to focus on Europe (and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Use maps, atlases, globes and digital/computer mapping to locate countries
<p>Being an Historian</p> 	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history • Note connections, contrasts and trends over time • Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources • Investigate a history of Trade in the local area • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
<p>Being an Artist</p> 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history
<p>Being an Athlete</p> 	<ul style="list-style-type: none"> • Tennis • Athletics • Cricket • Dance
<p>Being a Philosopher (Religious Education)</p> 	<ul style="list-style-type: none"> • Learning about different faiths • Understanding how religious and spiritual ideas are expressed • Asking important questions about living in the community - raising and suggesting different answers

<p>Being a Philosopher (PSHE)</p> 	<ul style="list-style-type: none"> • Self and body image • Health education • Looking ahead to Year 6
<p>Being a Linguist</p> 	<ul style="list-style-type: none"> • Describing our homes • Habitats

Other Information:

Home learning will be set on a weekly basis in Year 5 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, with the children writing in the 'my reflection section' weekly.

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 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.

We are looking forward to the term ahead. If you have any questions then please do ask.

The Year 5 Team at Broadwood