



Term: Summer

Year: 5

Year 5: Our Key Adults

Class teacher: Ms Bilauri

Support staff: Ms Adal and Ms Maxime

Other important adults: Ms Mackenzie (Headteacher), Ms Mather (Deputy head), Mr Gorner- Patel (Assistant Head and SENDco), Chelsea Sewell (Admin officer), Mr Aaron (Attendance officer and PE coach).

Homework return and reading book change day- Thursday

Texts we will read in English lessons

Mathematics



Our maths topics this term are:

- Converting Measures
<https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-9-converting-units/>
- Calculating with Decimal fractions
<https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-6-calculating-with-decimal-fractions/>
- Angles
<https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-10-angles/>
- Fractions
<https://www.ncetm.org.uk/classroom-resources/cp-year-5-unit-8-fractions/>

For more information on the Maths curriculum we use at Holy Trinity, please click here:

<https://www.ncetm.org.uk/classroom-resources/cp-year-5-curriculum-map/>

Reading

Retrieval At the beginning of the story... At the end of the story... The character thinks that... The book belongs to the "genre" The word/phrase is important because...	Inference The word "lets us that..." because... The phrase "lets us that..." because... The poet "lets us that..." because... I think this means... The impression I get is "because"... This suggests that... The character is "because"... The mood is "because"...	Prediction I predict that because... I believe the character will "because"... The next event will be "this is because"... I imagine the character will "because"... Evidence from the text suggests that the character's will "because"...
Vocabulary The word "suggests that..." The phrase "suggests that..." The author has used the word/phrase "to show..." I think the word "means..." because...	Summarising The paragraph "is about..." The chapter is about... In chapter "the character..." The key idea is "this is because..." The theme is "this is because..." The title "works well" because... The book is about... In "words the character is..." In "words the mood is..."	Making links This reminds me of "because"... This is similar to... The character "reminds me of..." The setting is similar to... This makes me think of... The plot is similar to... I think the genre is "this is because..." The theme is similar to "because"...

Strong reading skills are vital for success across the curriculum, but they also nurture creativity and expression. By seeing how authors use language, structure, and style our methodology ensures reading is about more than just recognising words — it's about understanding, enjoying, and thinking deeply about what we read. From year 2 upwards, children are taught strategies such as predicting what might happen next, working out tricky vocabulary, asking questions, and making inferences to uncover hidden meanings. These skills not only help them make sense of stories and information but also inspire their own writing. The more children read, the more ideas, words, and styles of writing they absorb, which strengthens their imagination and expression.

Science

Summer 1- Separating mixtures and changing materials

During this topic, Y5 will learn:

- How can we separate mixtures?
- What happens when we mix liquids and solids?
- What makes a difference to how fast sugar or salt dissolves?
- How can we clean contaminated water?
- What makes a change non-reversible?
- How much gas can be produced by a non-reversible change?

Summer 2- Human Growth

During this topic, Y5 will learn:

- How humans change from young through to old
- The stages of the human life cycle

Religious Education

At Holy Trinity, we follow the RE Curriculum designed by the LDBS. More information about the LDBS curriculum can be found here:



<https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0>

This term we will answer the following questions:

How did the final five human Sikh Gurus shape Sikhi?

How do Muslims live and embrace their faith in a diverse world?

Geography

Extreme Earth

During this Extreme Earth topic, Y5 will investigate powerful natural phenomena, including volcanoes, earthquakes, and how mountain ranges are formed. Pupils will explore the Earth's structure (crust, mantle, core), tectonic plate movements, and the impact of extreme seismic disasters on

History

Tudor Britain

Tudor Britain was a significant period in British history, dominated by the legacy of the monarchs, the Tudor dynasty, that ruled at the time.

landscapes and communities. It focuses on understanding the effects of physical geography on human life.

- Identify and describe the earth's structure, and locate tectonic plate boundaries, significant volcanoes & significant mountain ranges on a world map (including those in the arctic and antarctic)
- Locate mountains within a mountain range using 4 and 6 figure grid references
- Understand how contour lines work on a map
- Suggest why tectonic plate boundaries have more seismic activity & its effects on the surrounding area
- Explain how mountains and mountain ranges are formed
- Explain what happens when an earthquake occurs (including the potential for the occurrence of a tsunami)
- Explain how volcanoes erupt
- Research how people living in extreme zones adapt to life there
- Locate islands that have been created through volcanic activity, & understand how they were formed and their geographical characteristics (Windward Islands and/or Iceland)

- Place in chronological order the monarchs that reigned during Tudor times
- Understand the War of the Roses and how Henry VII came to power
- Explain the relationships between prominent Tudor monarchs and the structure of a family tree
- Understand the significance of Henry the VIII's life and his 6 marriages
- Explain the significance of the reformation and the reasons why these changes took place (Catholic to Protestant)
- Explain how Mary I became the first Queen of England
- Investigate everyday life during Tudor times (crime, punishment, childhood, school and daily chores)
- Explain why Elizabeth I came to power and became the last monarch of the Tudor dynasty



Art and Design Technology

Personal, Social, Health and
Citizenship Education

DT- Stuffed Toys

Y5 will learn to design a stuffed toy, considering the parts that will make up the structure of the toy. The taught skill, sewing, will focus on a range of stitches, including running stitch, whip stitch and blanket stitch.



Art- Pop Art

This Pop Art unit introduces students to 1950s/60s popular culture, consumerism, and art history. Students analyze artists like Andy Warhol and Roy Lichtenstein, studying bold colour, repetition, and printmaking, culminating in producing their own vibrant, graphic artwork—often portraits or ordinary objects.



PSHCE is taught using the Jigsaw scheme of work.



Summer 1

- Relationships

Covers relationships in school and families, conflict resolution, and digital safety.

Summer 2

- Changing Me

This unit covers how our bodies change as we grow and preparation for moving on to the next class.

Physical Education

PE Day- Friday. Please wear your PE kit to school every Friday.

Wider Curriculum

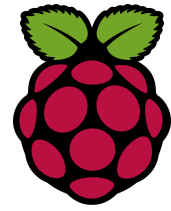
British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.

Y5 children will continue with their weekly swimming lessons every Tuesday.

This term, in PE they will focus on:

- Summer 1: Athletics
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- Summer 2: Rounders

- Music and singing are taught by our specialist music teacher.
- Computing is taught via iPads, or through hands-on practical resources using the scheme Raspberry Pi.



“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.
Matthew 5:14-16

School Trips: This term Y5 will visit: Kew Gardens, The Garden Classroom at King Henry's Walk, Cineworld, Hampstead Heath and Southend on Sea

Many parents are keen to help their child by doing activities which support their education in school. Some suggested activities are listed below, linking to what we are studying this term.

- Visit Dalston Library and re-read some of the texts shown above. Consolidating texts is really helpful for your child to make connections with, and deepen understanding of, the stories they read.
- Use BBC Bitesize to help you with your learning from Y5-
<https://www.bbc.co.uk/bitesize/articles/zrybvk7>
- Ask children to help share food equally (e.g. “We have 12 grapes and 3 people. How many each? The pizza is in 12 equal slices, if I eat 2 slices, what fraction have I eaten?”)
- Haad to the Natural History Museum and visit the Living Earth gallery, where you can experience an “earthquake” and learn about the tectonic plates that form the earth's crust.
- Visit the Tate Modern and see work by Roy Lichtenstein.
<https://www.tate.org.uk/art/artworks/lichtenstein-whaam-t00897#:~:text='Whaam!,%2C%20Roy%20Lichtenstein%2C%201963%20%7C%20Tate>
- Andy Warhol's works are also held in the permanent collection at Tate Modern.
<https://www.tate.org.uk/whats-on/tate-modern/andy-warhol>

- Head for a day out to the Tower of London, and learn all about the gruesome end some Tudors succumbed to in the Tower. <https://www.hrp.org.uk/tower-of-london/>
- Visit London Zoo – observe animals that live in rainforest habitats. London Zoo offer discounted rates for families claiming Universal Credit. Use the link here to book: <https://www.londonzoo.org/plan-your-visit/london-zoo-tickets/universal-credit-tickets>
- Go on a mini habitat hunt in the garden or park. There are some great ideas of things to do out in the great outdoors on Ranger Hamza's CBeebies programme- Let's Go for a Walk. <https://www.bbc.co.uk/iplayer/episodes/m000fjck/lets-go-for-a-walk>
- Discuss themes such as forgiveness, kindness and hope with your child and what this means for them.
- Consolidate the swimming lessons your child has been taking part in at school, and book them into swimming lessons. You can use this link to see what is available at different Better Leisure Centres across Hackney. <https://www.better.org.uk/what-we-offer/lessons-and-courses/swimming>

Important dates for your diary:

- Monday 27th April- Y5 Parent / Carer Meetings
- Tuesday 28th April – Y5 Parent / Carer Meetings
- Wednesday 29th April - Holy Moly
- Wednesday 29th April Y1- Y6 - PTA School Disco

- Monday 5th May – Bank Holiday (school closed)
- Friday 8th May – 8.45- 9.15am- Family Friday
- Friday 15th May – After School- PTA Bake Sale
- Tuesday 19th May- Y5 Sharing Assembly- Parents/ Carers welcome
- Thursday 21st May – 3.45- 5.00pm- Holy Trinity's Got Talent
- Friday 22nd May – After School- PTA Bake Sale
- Friday 22nd May - Break up for half term

- Monday 1st June – Return to school
- Wednesday 10th June – 9.30am- Y5 Garden Classroom Trip
- Thursday 18th and Friday 19th June - School Photographs - Class Photos
- Friday 19th June- PTA Coffee Morning- Fathers' Day
- Wednesday 24th June- Holy Moly
- Friday 26th June- Y5 and Y6 trip to Cineworld
- Tuesday 30th June- Y5 and Y6 at Career Detectives with UBS

- Thursday 2nd July- Transition Day
- Friday 3rd July (TBC)– Sports Day
- Thursday 9th July- last day of Enrichment Clubs
- Friday 10th July- 8.45- 9.15am- Family Friday
- Saturday 11th July - PTA Summer Fair
- Tuesday 14th July- Y5 trip to Hampstead Heath
- Wednesday 15th July- Holy Moly
- Thursday 16th July- Last day of Extended day
- Friday 17th July- Whole School PTA trip- Southend on Sea
- Friday 17th July – End of term

