

Year 5

Shine Brightly Curriculum

Summer 2025

Overview of the summer term curriculum

| Art | Computing | DT | French | Geography | History | Music |
|---|---|--|---|---|--|--|
| <p>Focus: Sculpture</p> <p>Unit: Block Carving</p> | <p>Focus: 3D Modelling</p> <p>Focus: Concept Maps</p> | <p>Focus: Mechanisms</p> <p>Unit: Cam Automation</p> | <p>Focus: The Hungry Giant</p> <p>Focus: Going on a picnic / Where I live</p> | <p>Focus: Geographical Skills & Fieldwork</p> <p>Unit: Manchester and Other Cities</p> | <p>Golden Thread: Changes in Society</p> <p>Unit: The Benin Bronzes</p> | <p>Focus: Composing</p> <p>Unit: Creating a piece of music for a silent film</p> <p>Music Technology</p> |
| PE | PSHE | RE | Science | Reading | Writing | Maths |
| <p>Focus: Athletics</p> <p>Focus: Tennis</p> <p>Focus: Swimming</p> | <p>Focus: Changing Me</p> <p>Focus: Healthy Me</p> | <p>Focus: Christianity</p> <p>Unit: 10 Commandments</p> <p>Focus: Sanatana Dharma</p> <p>Unit: Good deeds, Rama, re-incarnation, Sadhu</p> | <p>Focus: Chemistry</p> <p>Focus: Living Things and Their Habitats</p> | <p>Fiction: The Outlaws Scarlett and Browne Letters from Life</p> <p>Non-fiction: Survivors Kay's Anatomy</p> <p>Poetry: The Phoenix and the Turtle The Jabberwocky</p> | <p>Fiction: The Giant A Midsummer Night's Dream</p> <p>Non-fiction: Persuasion</p> | <p>Measurement</p> <p>Statistics</p> <p>Geometry</p> |





As artists in Year 5, we are learning:

Art

Term: Summer

Focus: Sculpture

As artists, we are learning to explore different sculptural artists and how they approach their work.

As artists, we are learning the importance of multiple views, positive and negative space. Drawing what may be on the other and identifying the positive / negative – discuss the merits.

As artists, we are learning to sketch ideas and develop sketchbook work , using inspiration from sculptures and photos of the natural world and/or photos taken, design a sculpture.

As artists, we are learning to understand carving techniques.

As artists, we are creating a three-dimensional object.

As artists, we are learning to evaluate our final piece and discuss what we have learned.

Composite: To create a 3D block carving.

As technologists in Year 5, we are learning:

Computing

Term: Summer

Focus: 3D Modelling



As technologists, we are learning how to navigate the 2Design and Make tool.

As technologists, we are learning to explore the effect of moving points when designing.

As technologists, we are learning to design a 3Dmodel to fit certain criteria.

As technologists, we are learning to design a 3Dmodel to fit different criteria.

As technologists, we are learning to refine, print and make the 3D model (link to art - perspective drawing).

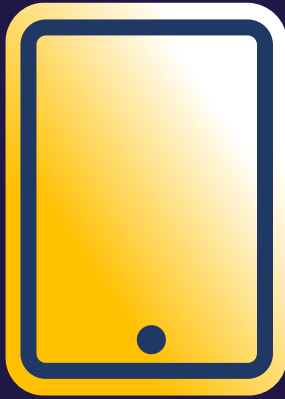
Composite: To present our 3D models on an online gallery.

As technologists in Year 5, we are learning:

Computing

Term: Summer

Focus: Concept Maps



As technologists, we are learning to understand the need for visual representation when generating and discussing complex ideas.

As technologists, we are learning to understand the uses of a concept map.

As technologists, we are learning to understand and use the correct vocabulary when creating a concept map and

As technologists, we are learning to create a concept map.

As technologists, we are learning to understand how a concept map can be used to retell stories and information.

As technologists, we are learning to create a collaborative concept map and present this to an audience.

Composite: To present our concept maps through cross curricular learning.



As design technologists in Year 5, we
are learning:

D.T

Term: Summer

Focus/ Unit: Mechanisms/ Cam
Automation

As designers, we are learning to research what a cam is.

As designers, we are learning evaluate the use of cams in a range of products to create a design criteria.

As designers, we are learning make a cam mechanism.

As designers, we are learning to design a moving toy that uses a cam mechanism.

As designers, we are learning to make a moving toy with a cam mechanism.

As designers, we are learning to evaluate our moving toy against the design criteria.

Composite: To present our moving toys to children in year 3 for feedback.



As linguists in Year 5, we are learning:

French

Term: Summer 1

Focus: Fruits and Vegetables/Hungry Giant

As linguists, we are learning to understand and say some fruit and vegetable nouns.

As linguists, we are learning to recognise fruit and vegetable nouns in the plural form.

As linguists, we are learning to understand and enjoy a story about fruits and vegetables.

As linguists, we are learning to ask politely for fruits and vegetables.

As linguists, we are learning to write a polite request in French.

As linguists, we are learning to create our own “Hungry Giant” story.

Composite: To ask Mrs Julian for our lunch in French.

As linguists in Year 5, we are learning:

French



Term: Summer 2

Focus: Going on a Picnic

As linguists, we are learning understand and name some picnic food and drinks.

As linguists, we are learning to listen and join in with a story about going on a picnic.

As linguists, we are learning to create our own picnic story.

As linguists, we are learning to use the verb phrase "I live in...".

As linguists, we are learning to ask the question "Where do you live?" And answer with "I live in..." In French.

As linguists, we are learning to create a simple conversation.

Composite: To apply knowledge whilst having a conversation in French with our partner.



As geographers in Year 5, we are learning:

Geography

Term: Summer

Focus: Geographical Skills & Fieldwork

As geographers, we are learning to locate Manchester and identify different locations using a key and four / six-figure grid references.

As geographers, we are learning to explore the history of Manchester, particularly in relation to the Industrial Revolution.

As geographers, we are learning to explore the location of competing countries in the 2002 Commonwealth Games

As geographers, we are learning to compare the population of Manchester to other cities within the UK.

As geographers, we are learning to compare the GDP of Manchester to other cities within the UK.

As geographers, we are learning to present our findings of Manchester and how it compares to other cities.

Composite: To present our fieldwork and evaluate our results.



As historians in Year 5, we are learning:

History

Term: Summer

Unit: The Benin Bronzes

Golden thread: Changes in Society

As historians, we are learning to understand how long people have lived in Benin, its location in the world and the origins of the Kingdom of Benin.

As historians, we are learning to analyse a range of sources to draw conclusions about the Kingdom of Benin.

As historians, we are learning to understand how the relationship between Benin and Europe developed over time.

As historians, we are learning about what the Benin bronzes are and their importance to The Benin Kingdom.

As historians, we are learning to understand how the Benin bronzes came to be in the British Museum.

As historians, we are learning to participate in a debate about the return of the Benin bronzes to Benin.

Composite: To present a balanced argument – Should the Benin Bronzes be returned to Benin?



As musicians in Year 5, we are learning:

Music

Term: Summer

Focus: Composing

As musicians, we are learning to improvise freely over a drone.

As musicians, we are learning to improvise over a simple groove, responding to the beat.

As musicians, we are learning to compose a melody made from pairs of phrases.

As musicians, we are learning to work in pairs to create a short ternary piece.

As musicians, we are learning to capture, create and record a piece of music.

As musicians, we are learning to perform our own piece of music to the class.

Composite: To show their piece of work to the other class or to parents after school.



As sports people in Year 5, we are learning:

P.E

Term: Summer

Focus: Athletics

As sports people, we are learning to understand pace and apply different speeds over varying distances.

As sports people, we are learning to develop fluency and co-ordination when running for speed.

As sports people, we are learning to develop technique in relay changeovers.

As sports people, we are learning to build momentum and power in the triple jump.

As sports people, are learning to develop throwing with force for longer distances.

As sports people, we are learning to develop throwing with greater control and technique.

Composite: To apply skills on sports day during Healthy Lifestyle Week.



As sports people in Year 5, we are learning:

P.E

Term: Summer

Focus: Tennis

As sports people, we are learning to return the ball using a forehand groundstroke under pressure.

As sports people, we are learning to return the ball using a backhand groundstroke under pressure.

As sports people, we are learning to use a variety of shots to keep a continuous rally going.

As sports people, we are learning to develop the underarm serve and understand the rules of serving.

As sports people, we are learning to develop the volley and understand when to use it.

As sports people, we are learning to apply rules, skills and principles to play against an opponent.

Composite: To apply skills in a tournament during Healthy Lifestyle Week.



As successful citizens in Year 5, we
are learning:

PSHE

Term: Summer

Focus: Changing Me

As successful citizens, we are learning to be aware of our own self-image and how our body image fits into that.

As successful citizens, we are learning to explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally.

As successful citizens, we are learning to describe how boys' and girls' bodies change during puberty.

As successful citizens, we are learning to understand that sexual intercourse can lead to conception and that is how babies are usually made. We also understand that sometimes people need IVF to help them have a baby.

As successful citizens, we are learning to identify what we are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

As successful citizens, we are learning to identify what we are looking forward to when we move into our next classes.

Composite: To present our thoughts and feelings through a birthday card to our future selves.



As successful citizens in Year 5, we
are learning:

PSHE

Term: Summer

Focus: Healthy Me

As successful citizens, we are learning to know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

As successful citizens, we are learning to know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.

As successful citizens, we are learning to about the basic emergency procedures (including the recovery position) and know how to get help in emergency.

As successful citizens, we are learning how the media, social media and celebrity culture promotes certain body types.

As successful citizens, we are learning to describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures.

As successful citizens, we are learning what makes a healthy lifestyle, including healthy eating and the choices needed to make to be happy and healthy.

Composite: To present our learning during Healthy Lifestyle Week.



As theologians in Year 5, we are learning:

R.E

Term: Summer

Focus: Christianity

As theologians, we are learning to show an understanding of why people may show commitment in different ways to something they believe in.

As theologians, we are learning to describe how different practices enable Christians to show their commitment to God (The 10 Commandments).

As theologians, we are learning to describe how different practices enable Christians to show their commitment to God ('Love your neighbour as yourself' and what that love might look like).

As theologians, we are learning to describe how different practices enable Christians to show their commitment to God (prayer and worship practices).

As theologians, we are learning to show an understanding of why people show commitment in different ways.

As theologians, we are learning to show how people may show commitment in different ways to something they believe in.

Composite: To explain how people show commitment in different ways.



As theologists in Year 5, we are
learning:

R.E

Term: Summer

Focus: Sanatana Dharma

As theologists, we are learning to explain what consequences might come from actions I could take.

As theologists, we are learning to explain the Sanatani belief in Karma and Reincarnation and different types of Dharma.

As theologists, we are learning to explain how a belief in Karma could help Sanatanis live good lives.

As theologists, we are learning to explain how some Sanatanis choose to live a good life because of their beliefs.

As theologists, we are expressing our views on life after death and start to explain how these views may make a difference to how we live our lives.

As theologists, we are discussing how symbols might reflect how our beliefs may support us in leading a good life.

Composite: To create a symbolic piece of art reflecting how our beliefs may support us in leading a good life.



As scientists in Year 5, we are
learning:

Science

Term: Spring

Focus: Chemistry: Properties of
Materials

As Scientists we are learning to explore our previous knowledge

As Scientists we are learning to explore the properties of materials.

As Scientists we are learning about soluble solutions.

As Scientists we are learning to separate solutions.

As Scientists we are learning about reversible and irreversible changes

As Scientists we are learning what happens to materials when they burn.

Composite: We are learning to apply our learning to create a non-Newtonian fluid.



As scientists in Year 5, we are
learning:

Science

Term: Summer

Focus: Living things and their habitats.

As Scientists we are learning to review our previous knowledge.

As Scientists we are learning about life cycles in animals and plants.

As Scientists we are learning how animals change over time.

As Scientists we are learning how animals change over time.

As Scientists we are learning to set up tests to investigate the types of reproduction in plants.

As Scientists we are learning about reproduction in plants.

Composite: To demonstrate our learning by successfully growing plants from seeds.