

## Year 5/6, Curriculum Information - Summer 2026

Welcome back to school! The following gives some information about the learning taking place this term.

### Important dates:

*Year 5 Bewerley Park residential: W/C Monday 20<sup>th</sup> April*

*Year 6 SATS: W/C Monday 11<sup>th</sup> May*

*KS2 Sports Day: Thursday 11<sup>th</sup> June*

*Y6 London trip: Monday 29<sup>th</sup> June- Wednesday 1<sup>st</sup> July*

*Y5/6 Production to parents: Monday 22<sup>nd</sup> June 6pm, Tuesday 23<sup>rd</sup> June 9:20am*

*Y6 Leavers' Assembly: Thursday 16<sup>th</sup> July*



In the **Maafa** project, your child will learn about Africa today and the ancient kingdoms that thrived on the continent for thousands of years. They will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader. Your child will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will also discover how the people of Britain benefited from the money and goods produced by the slave trade. They will learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa. They will explore the lives and actions of black people in 20th century Britain. They will understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today. Your child will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.

### **Trailblazers, Barrier Breakers**



This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.

In the **Circulatory System** project, your child will revisit prior learning about the systems in the human body and the seven life processes. They will explore the role of the circulatory system and its main parts, carrying out research to answer their own questions. They will look closely at the structure, functions and features of the heart. They will learn about the components and functions of blood, making a representation of a separated blood sample. They will draw and label diagrams of each type of blood vessel and learn about their structure and function. They will test their resting heart rate using a variety of methods. They will investigate whether having a lower resting heart rate means you can sprint faster. They will recap the four types of exercise and test which raise their heart rate the most. They will recap what they know about healthy eating and the Eatwell guide, exploring foods that fall outside the Eatwell plate and recommended daily amounts of foods. They will research the effects of smoking, alcohol and drugs on the human body. They will complete their learning by carrying out an investigation into heart rate recovery.

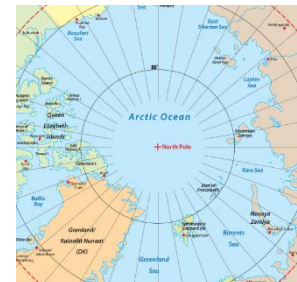


### Food for Life

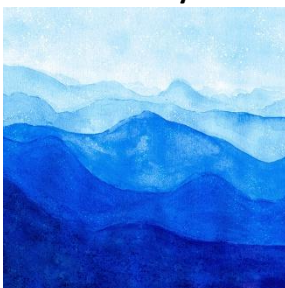


This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.

During the **Our Changing World** project, your child will revise the features of the Earth and learn more about time zones. They will recall how to use lines of latitude and longitude to pinpoint places on a world map and learn about map scale. They will measure distances on a map and revisit grid references, contour lines and map symbols. Your child will learn about global warming and climate change and discover how climate change and extreme weather affect people worldwide. They will learn about global trade and find out about the export of manufactured goods, food or natural resources. Your child will analyse recent road traffic accident figures and carry out fieldwork to find out about the safety of a local road. They will study patterns of human settlements and carry out a fieldwork investigation to describe local settlement patterns.



### Colour and Style



This project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.

### English

Fiction: Narrative: Warning tale /Portal Tale (focus: Dialogue); Narrative: Finding tale/Meeting tale (focus: description)

Non-fiction: Discussion text; Biography

Poetry: Haiku

### **Maths**

**Year 5** - Block 2: Geometry – Position and direction; Block 3: Number – Decimals; Block 4: Number – Negative numbers; Block 5: Measurement – Converting units; Block 6: Measurement – Volume

**Year 6** - Block 2: Geometry – Position and direction; Block 3: Themed projects, consolidation and problem solving

### **Music**

Summer 1 - Improvising with Confidence

Summer 2 - Farewell Tour

### **Computing**

Summer 1 - Data Handling - Big Data 2 + Online Safety

Summer 2 - Skills Showcase - Inventing a Product + Online Safety

### **RE**

What matters most to Christians and Humanists?

### **PSHE**

Summer 1 - Economic Wellbeing

Summer 2 – Identity, Transition

### **French**

Summer 1 - Visiting a town in France

Summer 2 - French sport and the Olympics

### **PE**

Summer 1 – Badminton, Outdoor and Adventurous Activities

Summer 2 – Athletics, Rounders

Please wear P.E. kits to school on the days that your class has their P.E lessons. P.E kits should consist of a white t-shirt, black/navy shorts and trainers. On colder days, your child may wear a matching black/navy tracksuit or black/navy joggers or leggings with a school jumper. Any child with long hair must have it tied back on P.E days. Earrings must be removed at home on P.E days.

### **P.E. days in Y5/6 are as follows:**

Y5/6LH: Mondays (indoor) and Thursdays (outdoor). Swimming will start Friday 8<sup>th</sup> May and end Friday 22<sup>nd</sup> May and will take place on Fridays.

Y5/6PHFM: Tuesdays (indoor) and Thursdays (outdoor).

Y5/6LW: Fridays (indoor) and Tuesdays (outdoor). Swimming will continue on Friday 17<sup>th</sup> April and Friday 1<sup>st</sup> May.

### **Library visits**

We will visit the school library each week and children will be encouraged to choose up to 3 books. The library visit days are:

Y5/6LH: Wednesdays

Y5/6PHFM: Mondays

Y5/6LW: Fridays

### **Homework Expectations**

- 15 minutes of reading (*at least 5x per week*). Reading records to be signed by parents/carers for teachers to check.
- Spelling Shed/ weekly spellings from the spelling list (*10-15 mins a week*)
- CGP Reading comprehension, punctuation and grammar booklets as well as White Rose maths booklets. These books will be due on Mondays. You are encouraged to mark these at home with your child using the answers in the back and they will be reviewed as a class on Mondays focusing on common tricky questions. Answers for the White Rose maths booklets can be accessed through this link: [White Rose Maths Practice Journals Answers](#)
- Times Table Rock Stars (optional)
- Creative homework linked to learning project (optional)

### **Spelling overview for Summer term:**

#### Summer 1

<b>Week 1</b> To spell words that are homophones or near homophones.	<b>Week 2</b> To spell words that are homophones.	<b>Week 3</b> To spell words that are homophones.	<b>Week 4</b> To spell words that are homophones or near homophones.	<b>Week 5</b> To spell words that are homophones or near homophones.	<b>Week 6</b> To spell words with irregular spelling patterns.
advice	aisle	guessed	cereal	affect	achieve
advise	isle	guest	serial	effect	apparent
device	aloud	heard	complement	precede	bargain
devise	allowed	herd	compliment	proceed	bruise
licence	altar	mourning	principal	draft	community
license	alter	morning	principle	draught	mischievous
practice	ascent	past	stationary	dessert	muscle
practise	assent	passed	stationery	desert	necessary
prophecy	farther	bridle	wary	whose	vehicle
prophesy	father	bridal	weary	who's	system

## Summer 2

Week 1 To spell words with hyphens.	Week 2 To spell words with irregular spelling patterns.	Week 3 To spell Stage 5 words.	Week 4 To spell Stage 5 words.	Week 5 London Trip	Week 6 To spell Stage 5 words.	Week 7 To spell Stage 5 words.
co-ordinate	immediate	bought	fictitious		transferring	device
co-operate	sincere	though	conscious		writer	aloud
co-own	changeable	definitely	constant		ascend	heard
co-author	afterwards	accompany	elegance		awkward	complement
re-enter	referring	advice	frequent		species	precede
re-examine	knight	aisle	understandable		receive	community
re-evaluate	doubt	guessed	comfortably		thought	principle
re-educate	amateur	cereal	controversy		dough	muscle
re-explain	ancient	affect	manageable		probably	desert
re-energise	deceive	achieve	earlier		conscience	stationary

### Mrs Webster's Spelling group

#### Mrs Webster's spelling group word list - summer 1 - words tested in red

We will work on these spellings the week before (or before the holiday). The list below is the week that they will be tested.

Week beginning	Focus	Word list
13 <sup>th</sup> April	Words containing 'phon' and 'sign'	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design.
20 <sup>th</sup> April	Y5 at <u>Bewerley</u> Y6	build, describe, library, imagine, weight, promise, ordinary, suppose, recent, natural
27 <sup>th</sup> April	Homophones	not, knot, plane, plain, weather, whether, peace, piece, except, accept
5 <sup>th</sup> May (TUE)	Words with the prefix 'in' meaning not.	Incorrect, invisible, inflexible, incurable, inability, insecure, inadequate, Inelegant, inadequate, indefinite
11 <sup>th</sup> May	SATS week	No spelling groups this week
18 <sup>th</sup> May	Words with the prefix il, ir, im meaning not.	Impossible, illegible, illegal, impatient, imperfect, irrelevant, immortal irresponsible, immature.

Mrs Webster's spelling group word list - summer 2 - words tested in red

We will work on these spellings the week before (or before the holiday). The list below is the week that they will be tested.

Week beginning	Focus	Word list
1 <sup>st</sup> June	Sub words	submerge, subject, submit, subheading, submarine, substandard, subway, subtropical, subtitle, subdivide,
8 <sup>th</sup> June	words with the prefix inter meaning	interact intercity international interfere interview intercept intercom internet interchange interface
15 <sup>th</sup> June	challenge words	strength opposite women believe interest calendar grammar straight appear increase
22 <sup>nd</sup> June	words ending in <u>ly</u>	calmly exactly deadly bravely boldly gladly deeply clearly hourly quickly
29 <sup>th</sup> June	homophones	ball bawl break brake male mail fair fare berry bury
6 <sup>th</sup> July	Challenge words	actual bicycle answer circle earth enough island fruit often popular
13 <sup>th</sup> July	Challenge words	centre disappear heart minute regular decide early learn notice therefore

Thank you for your continued support. If you have any queries or questions, please do not hesitate to come and ask.

The Y5/6 Team