

Dragonflies Class



Curriculum Information

Summer Term 2025

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.

Curriculum Newsletter

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As Readers we will be still enjoying 'High Rise' mystery, which is a longer text and we are still getting to the bottom of this mystery! Time-allowing, we will move on to 'Oh Maya Gods!', which links well with this term's History and Geography topics. We continue to rehearse comprehension skills, related to vocabulary, retrieval, inference, summarising, explaining and predicting.



Key vocabulary: inference, summarise, impression, predict, opinion, retrieval, evidence



As Writers we will be polishing our skills around dialogue - to develop character and move the story forward; suspense, and description for atmosphere; as well as exploring more poetry. In Summer 2, we will be putting these into practice, writing effective story openers, based on the text: 'Zelda Claw and the Rain Cat', by Pie Corbett

Key vocabulary: cohesion, description, mood, atmosphere, setting, character, tension, suspense, adverbials, relative clause, subordinate clause, rhyme, meter, rhythm, alliteration, assonance, stanza

As Mathematicians we will be deepening our understanding of decimals to three places, ordering and rounding before adding, subtracting, multiplying and dividing decimals by whole numbers. Then these skills will be applied to contexts such as money and measures. In our second topic, we will learn about the equivalences between fractions, decimals and percentages and how to convert between them.



Key vocabulary: decimals, fractions, tenths, hundredths, thousandths, percentages, bus stop division, column multiplication, number bonds, complements, equivalence, numerator, denominator



As Artists and Designers we will be learning about how different cultures have expressed themselves through Art to convey stories, history and myths. More specifically we will look at Mayan art through artefacts such as the Maya codices and their glyph-writing. Children will design and make a Maya mask and their own codex.

Key vocabulary: jade, obsidian, maize, pyramid, iconography, glyph, mediate, religious, sacred, ritual

As Scientists children will learn the language used to classify different materials and describe how they behave under pressure and in different temperatures. Later, they will investigate phase changes between solids, liquids and gases. In Forces, children will learn how friction, air and water resistance, gravity and other pushes and pulls can affect objects, either changing their speed, direction or shape. We will use force diagrams to describe objects in equilibrium or with resultant forces, as well as developing investigative skills through experiments.

Key vocabulary: plastic, hard, durable, brittle, elastic, flexible, rigid, dull, smooth, rough, permeable, absorbent, water resistant, friction, resistance, thrust, gravity, force arrow, buoyancy, upthrust, surface area, tension,



As Historians we will be learning about pre-Columbian America, and the Mayan civilisation. Children will locate the Mayans on a timeline of world history and investigate human inventions, such as writing, that occurred multiple times, both in the new world and the old. They will explore Mayan religion, festivals, warfare and methods of recording, especially relating to their complex division of time, evidenced in their calendar.

Key vocabulary: Maya, pre—Columbian, civilization, llama, drought, jaguar, scribe, codex, cacao, agriculture



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As Explorers we will be looking at South America initially, before diving into Brazil and its human and physical features. Children will have the opportunity to research their own elements of Brazilian culture. They will use 4 and 6 figure grid references to locate Brazilian cities as well as learn about different ecosystems and tribal groups in the country. They will use Geographical vocabulary to describe locations and features and how they are connected.



Key vocabulary: ecosystem, grid references, human and physical features, Pampas, desert, rainforest, canopy, economy, indigenous, cartography, compass, equator, tropics of Capricorn and cancer

As linguists our first topic is 'les transports'. Children will learn the vocabulary for different forms of transport. They will be taught how to describe journeys, buy tickets at a station as well as how to discuss plans for a trip. In Summer 2, we will be revising and putting together elements of language covered in previous topics, culminating in a special drama project, where groups will prepare conversations in a variety of contexts, such as a café.

Key vocabulary: en voiture, en bus, en train, en metro, a pied, a velo, en avion, en bateau, ou vas-tu? Je vais... a la boulangerie, au cinema, au gare, au chateau. Vocab from previous units

As Philanthropists, the whole class will learn about safe relationships. Year 5 will cover puberty and Year 6 will do sex education, up to and including pregnancy. The children will be taught in separate groups so they only access age-appropriate material, beginning with looking at rules and guidelines in order to create a safe and positive learning space.



Key vocabulary: accurate and scientific terminology relating to physiology and biological processes.

As technicians, the class will be supported in organising data into columns and rows to create their own data set on a spreadsheet. They will learn the importance of formatting, while being introduced to formulas and how they can be used to do calculations. They will use spreadsheets to plan an event and answer questions.



Key vocabulary: spreadsheet, cell, format, formula, data, column, row, tab, filter, database



As theologians, our big question is: 'how do Hindus make sense of the world?' Through this topic, the children will see how religion saturates every-day life in India and around the world and how Hindu beliefs shape their interactions with each other and the world around them. Hinduism is the most ancient religion and has gone through many changes and birthed other faiths. We will see how ancient Vedic scriptures have eerie coincidences with current thinking in cosmology!

Key vocabulary: hindu, vedas, samsara, Atman, Brahman, reincarnation, avatar, dhama, moksha, trimurti, Vishnu, Shiva, khama

This overview is intended to give you a flavour of what we will be studying this term. If you recognise any of this 'good learning' at home, please feel free to write it on a post it note and send it into school so that we can add it to your child's learning. This will help us to recognise the next steps in learning that your child needs to take.

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Remember – you should be reading, practising your spellings and your times tables as frequently as you can every week.



Spelling

Spellings to learn each week will be given practised in class, then given out on Fridays to complete and rehearse for a spelling test each Wednesday.

Maths

One piece of maths homework also goes out on a Friday, to consolidate what we have been doing in class. This should be returned by the following Wednesday.

Times Tables

Times tables are a foundation for so much of our Maths learning and we will do lots in class but please practise yourself via Tackling Times Tables at least 4 times a week.



Also, practise with songs, chanting, write them down, get tested by a friend or family member...

Reading

Read aloud with an adult at least 5 times a week, write this in your Reading Record book and get your adult to sign it. Bring these in each day as we will also have the opportunity to read in class.



Of course, you can read independently in addition to this!

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Optional Topic Homework

These activities are for you and your child/children to explore together at home. They are a great opportunity to immerse your child/children in the topic being taught this term. Children are rewarded with 'dojo points' for the completion of any optional activities.

- Investigate the importance of Jade to the Mayan people. Create a presentation to show to the class
- Design your own chocolate bar and create a poster to advertise it.
- Research what the Mayans ate. Create a menu to present your findings.
- Design your own Mayan god and draw a glyph to represent him or her. What is your god in charge of?
- Use your internet skills to create a poster of Mayan artefacts with labels explaining what they were. If you can, also print a picture of the modern UK equivalent and stick it next to the artefact.