

Head of School: Mrs J Eddy



Year 5

Summer Term 2025

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<u>English</u>



reason about their actions.

This term our class book has been the Red-Headed League by Sir Arthur Conan Doyle. The children have enjoyed piecing together the clues to solve the mystery whilst simultaneously learning about Victorian London. The text complemented our writing as we worked to improve our vocabulary through the use of Mrs. Wordsmith words when describing the streets of Holmes' London. A focus has been our sentence structure and the use of BOAs (but, or and) in our compound sentences.

Our visual text, Replay, was used a vehicle to introduce high level vocabulary and complex sentences. Children investigated how the characters would feel throughout the story and

Furthermore, we have studied the conventions of formal and informal letter writing.

In addition, we have learned about Shakespeare's Macbeth and written and performed a play script.

Through weekly *Spelling Shed* activities the children have developed their knowledge of spelling rules and increased their vocabulary.





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<u>Maths</u>

The summer term built upon the children's prior knowledge. The children have reviewed their knowledge of angles and learned how to measure and draw angles accurately using a protractor. The children have recapped their knowledge of triangles and quadrilaterals and reasoned about 3D shapes.

In addition, the children have learned how to describe position using coordinates and moved on to learn about reflection, translation and symmetry.

In the final topic of the year, we have learned about units of measurement and volume. The children used their previous learning to convert between units e.g. grams to kilograms. Finally, the children learned about how to convert units of time and how to read timetables.

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<u>Science</u>

During this topic the children learned about the life cycles of plants and animals. The children dissected a daffodil with Mr. Costello as part of outdoor learning and labelled the different parts of the flowering plant. The children have spent time in the outdoor classroom learning about life cycles and habitats. During the topic the children were able to carefully collect specimens from our pond and identify them using a key. The children also continued to take care of our animals.

Bis Bulls: Some plants, like daggodils and onions, develop bulls underground. These gleshy leaves store good and can grow into new plants the next year

Runners: Certain plants, such as strawberries and spider plants, produce runners - porizontal stems that give rise to new plantlets.

Tubers: Other plants, like potatoes, sorm tubers. These underground good stores contain cells that divide and grow into new plants, identical to the parent plant.



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We would like to thank the parents and carers who donated plants for our class planter in cultivating futures. The children had great fun preparing the soil, planting and watering the plants.

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<u>PE</u>

The first part of the summer term focussed on striking and field skills. The children learned how to catch with "soft hands" and field the ball and return it accurately to the wicket keeper. The children then developed their striking skills and incorporated these into games like "rapid fire".

Next, the children learned to develop their running technique over sprints and hurdles. In a link to fielding, throwing skills were taught using our screaming "nerf" balls and foam javelins. Finally, in preparation for sports day, the children practised their relay skills and baton changes.

As part of our outdoor and adventurous provision, the children learned to surf with Global Boarders (Gwithian). The excellent instructors taught the children about beach safety and the importance of warming up thoroughly. After learning about the correct surf technique, the children entered the water to catch some waves. All the children showed great courage and resilience to improve their technique whilst thoroughly enjoying themselves.

We would like to thank all of our volunteers for making our school field camp a success. The children had a great experience and enjoyed making memories with their friends.

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<u>History</u>

In history, the children have learned about life as a Cornish miner. The children enjoyed an outreach lesson with Clint from Geevor tin mine where they journeyed through time and discovered how life of Cornish miners evolved. By visiting Geevor tin mine, the children were able to walk in the footsteps of their ancestors and actually meet some men who had worked the mine before its closure. They were able to hear stories, examine artefacts and go underground in order to develop their appreciation of the harsh realties of mining in Cornwall. A walk along the coast path to Levant highlighted how abandoned engine houses dot the landscape and bear witness to the past. The children were able to see and operate the winding gear and see how the steam power was used to lower the miners deep into the bowels of the earth. Standing at the top of the shaft, the children could feel the



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echoes of history as the looked down the miners' dailv commute. On their walk to Botallack and Crown's engine house the children learned about the arsenic works and the role they would





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have played. Above the crashing waves, the children could walk in the footsteps of the Cornish Miners and appreciate their hard work and toil.





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Geography

This term, our topic was "extreme Earth". The children researched the Earth's climate and areas of extreme temperatures. Next, the children revised their knowledge of the water cycle and learned about the distribution of water across the world. Then, they investigated the properties of a variety of extreme weather, including tornadoes and typhoons.

The children learned what causes earthquakes and their impact. Furthermore, they learned about how volcanoes form and the impact they have on the people living around them.





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<u>Art</u>



Our topic was called Street Art. The children investigated the motivation and value of graffiti in all of its different forms. They then designed their own "throwie" based on their name. Through their experimentation with colour, shape and shading they designed and refined their ideas in order to produce their final piece. In a link with English, the children read about Banksy. Having examined some of his artwork, the children were set the challenge to design graffiti for a shop corner in order to improve the environment. In a link to our county, the children studied the work of Matt McIvor, a local artist, illustrator, mural painter and poster designer.

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Design Technology

The children have investigated textiles and fashion. The brief was to design and make a drawstring bag. The children learned how to measure, cut and make a pattern before cutting their material. They developed their knowledge of sewing terminology e.g. seam, pattern and hem as they followed the instructions. The children learned how to stitch accurately and safely. At the end of the project the children had the opportunity to reflect on the process and evaluate their product. Finally, they took their product to "market" and sold their bags at the school's summer fair.





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<u>Music</u>

In Music this term, the children learned to sing and play the glockenspiels for the song 'Dancing In The Street'. In the second half of the term, we followed the reflect, rewind and replay topic. In this topic, the children listened to classical songs, identified the instruments they could hear within a range of songs, explored the meanings of the interrelated dimensions of music and practised singing songs they had learned this year, ready to perform them.

During each music lesson, the children listened to a range of songs and decided whether they liked them or not. They used the interrelated dimensions of music – pulse, rhythm, pitch (high and low sounds), tempo (speed of the music), dynamics (how loud/quiet), timbre (sound quality) and structure - to explain why they did or did not like each piece they listened to.





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MFL – French



This term, the children have enhanced their vocabulary using our engaging French programme called Rigolo. In particular, the children have learned to talk about French food and role played buying goods in a French shop. Furthermore, the children have used the scheme's worksheets to practise their reading, speaking, writing and grammar.



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Computing



The children have been studying flat file databases. The unit related to Maths and Science learning around using data. The children were taught key terms e.g. record, field and database. They created their own paper-based databases to understand the principle of how a they work. Next, they chose multiple criteria to search and to answer given questions (and & or). They then interrogated databases about countries, the Titanic and animals in order to answer a variety of questions. Finally, the class investigated the best way to visually represent and compare data.

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<u>RE</u>

The children investigated the questions: What would Jesus do? Can we live by the values of Jesus in the twenty-first century? This investigation enabled the pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. The children studied examples of what Jesus said, and how Christians today respond to the challenges of his teachings. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

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<u>PSHE</u>

The children have identified their own strengths and talents and described strategies for their personal development. We discussed what the world would be like if everybody was the same and how our differences make us special.

In the growing and changing topic, the children have learned how their bodies change as they develop and how this may impact their emotions. The children learned the scientific names for the body parts and played *Help! I'm a teenager - get me out of here!* so as to discuss strategies to cope with puberty and growing up.

As part of careers day, we were delighted to welcome an architect and graphic designer to discuss their jobs. The children also relished the opportunity to meet and question a mining manager, hairdresser, super yacht captain and nursery lead. We

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would like to thank all of our volunteers for making the day to create such an informative and engaging day for the children.

In addition, we would like to thank Mrs Allen, our school cook, for taking the time to teach the children to bake some delicious treats.





As a part the Connor experience, linked to our motto: Open spaces, open hearts, open minds the children learned to surf with Global Boarders at Gwithian.

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A massive thank you from all of Year 5 to all of the volunteers that have made our educational visits possible this year.

The children have had a fantastic range of educational experiences and we couldn't have done it without your ongoing support. Thank you and have a lovely summer.

