



# Gainsborough Primary and Nursery School

## Curriculum Brochure for Parents and Carers



### English

**Key vocabulary:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, synonyms, antonym, colon, semi-colon

**What pupils will learn:** Through our continued use of high-quality texts, the children will continue to learn about writing character and setting descriptions and letters. They will also write to recount, persuade, inform and explain.

### Geography

**Key vocabulary:** Human feature, physical feature, migrate, migration, nationally, internationally, push and pull factors, county, border, Severn, Thames, Mersey, port, goods, load/unload, docks, imported/exported, distributed.

**What pupils will learn:**

Identify and name significant rivers within the UK.

Identify regions and counties of the UK, including those that border Cheshire and identify some key physical and human characteristics e.g. *Shropshire hills, Derbyshire Peak District and the beaches of Flintshire*

Collect information about Liverpool and use it in a report.

Compare two UK cities – human and physical geography – Chester and Liverpool.

Explain the importance of ports and the role they play in distributing goods around the world.

Understand why people migrate, what creates settlements and how they change over time.

### History

**Key vocabulary:**

allies, axis, air raid, air raid siren.

**What pupils will learn:**

When and why did World WarII start?

How did the people of Crewe prepare for WWII?

Which major countries were involved in WWII?

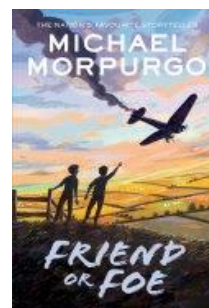
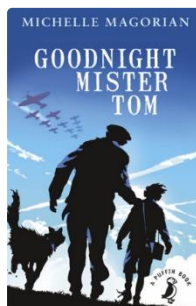
Why was Crewe a target for German air raids and where the evidence is?

What was daily life was like in Crewe in WWII?

Year 5  
Summer Term 2025

## Spotlight on Crewe

Focus texts:



### Educational visits

Liverpool Museum - 7.5.25

Cost to be confirmed

All Saints Church – 10.6.25

No cost

### Maths

**Key vocabulary:** add, subtract, decimal, tenths, hundredths, thousandths, multiply, divide, exchange, angle, whole turn, obtuse, reflex, clockwise, anticlockwise, orientation, pyramid, pentagon, sphere, hexagon, cone, reflection, mirror line, axis, convert, kilometre, yard, inch, gallon, pint.

**What pupils will learn:**

To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles, identify 3-D shapes from 2-D representations, distinguish between regular and irregular polygons, convert between different units of metric measure (for example, km/m, cm/m, ml/l), to count through zero and find the difference between negative numbers. In maths, the children will build on their knowledge of decimals from the previous term. They will focus on shape, geometry, rotation and units of measure involving distance and weight.

### Science –Living things and their Habitats and Animals including humans

**Key vocabulary:**

Fertilisation, reproduction, gestation, asexual reproduction, sexual reproduction, menstruation, puberty, length, sexual, asexual, fertilisation, sperm and metamorphosis.

**What pupils will learn:**

In our animals including human's topic, the children will learn and describe life cycles and the changes that take place as humans develop to old age.

In our living things and their habitats topic, the children will describe the difference in the life cycles of a mammal, amphibian, insect and bird. They will also describe the process of reproduction in some plants and animals.

### Computing – 3D Modelling / Word Processing

**Key vocabulary:** CAD (Computer aided Design), modelling, 3D, viewpoint, polygon, 2D, net, template, customise, image, edit, font, insert, bold.

**What pupils will learn:**

The effects of moving points when designing and how to design for a purpose.

How to use Microsoft Word to create and edit a document.

<p><b><u>Design Technology</u></b>  <b><u>Key vocabulary:</u></b> abattoir, adaptation, balanced, beef, brand, cook, cross-contamination, cut, design, enhance, equipment, evaluate, farm, grate, hygiene, ingredients, label, measure, nutrient, nutrition, nutritional value, preference, press, process, recipe, safety, theme.  <b><u>What pupils will learn:</u></b>  I can understand how ingredients are reared and processed.  I can make adaptations to design a recipe.  I can evaluate nutritional content.  I can practise food preparation skills.  I can design a product label.  I can follow and make an adapted recipe.  In this unit, the children will learn a simple Bolognese recipe and develop it by selecting ingredients to add nutritional value. They will be able to describe the process of beef production and prepare and cook a version of Bolognese sauce.</p> <p><b><u>Art – Sculpture</u></b>  <b><u>Key vocabulary:</u></b> three-dimensional, sculpture, sculptor, media, medium, shaping, scale, texture, form, sculpture, appearance, modelling, casting, carving, assembling, natural materials, environmental art and land art.  <b><u>What pupils will learn:</u></b>  To improve mastery of sculpture with a range of materials. Develop understanding of different ways of finishing: glaze, paint and polish.  Use recycled, natural and manmade materials to create sculptures, successfully joining.  During this unit children will create observational drawings of fish and use these to inspire their own fish sculpture using clay. The children will use their sketch books to record their observations and use them to review and revisit their ideas. They will also create a sculpture of their fish using plastic waste.</p>	<p><b><u>PSHE – Safety, citizenship &amp; economic wellbeing</u></b>  <b><u>Key vocabulary:</u></b> Differences, wellbeing influences, point of view, achievements, aspirations, considerate, constructive feedback, parliament, lending, borrowing, interest.  <b><u>What pupils will learn:</u></b>  I can solve disputes and conflict through negotiation and appropriate compromise,  I can understand how to help someone who is bleeding.  I can begin to understand the influence others have on us and how we can make out own decisions.  I can give rich and constructive feedback and support to benefit others as well as myself.  I can understand how parliament works  I can understand some risks associated with money.  During this unit, the children will look at how Parliament works and democracy. They will also learn some first aid and how to help someone who is bleeding. The children will also look at how to manage money.</p> <p><b><u>RE – Islam</u></b>  <b><u>Key vocabulary:</u></b> Ummah, Shahada, Salah, Zakat, Sawm, Hajj, mosque, dome, minaret, muezzin, wudu, prayer hall, mihrab, minbar, Nikah, mahr, walima, akhira, creation.  <b><u>What pupils will learn:</u></b>  In this unit, the children will learn about Muslims and their main beliefs (including the Five Pillars of Islam) and how this makes them feel part of Ummah. They will look at their place of worship and compare that to their life at home. They will also look at Muslim views on marriage and life after death.  After this the children will investigate different viewpoints around creation and marriage, as well as considering the role of art and music in religion.</p> <p><b><u>MFL</u></b>  <b><u>Key vocabulary:</u></b> French vocabulary relating to food and opinions.  <b><u>What pupils will learn:</u></b>  I can name different types of food and give opinions on them.  To practise pronunciation of new and existing vocabulary.  In French this term, the children will continue to develop their conversational skills including giving opinions on food items. They will also listen and respond to a French story, repeating simple sentences in French.</p>	<p>Within the 3D design the children will learn how a CAD design program to create both 3D and 2D images. During the Word Processing unit the children will create, edit documents using templates and creating their own.</p> <p><b><u>PE – Athletics, cricket, rounders (Top up swimming for non-swimmers)</u></b>  <b><u>Key vocabulary:</u></b> Techniques, take off, landing, navigate, compass, map, route.  <b><u>What pupils will learn:</u></b>  To be controlled when taking off and landing.  To throw with accuracy.  To combine running and jumping.  To pass in different ways whilst fielding.  To choose a tactic for defending and attacking.  <b>PE kits need to be brought in on a Monday and will kept in school until the half term. Those children who are swimming will need a towel and swimwear every FRIDAY.</b></p> <p><b><u>Music</u></b>  <b><u>Key vocabulary:</u></b> Acapella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer, opera, operetta/comic opera, book musical, jukebox musical, rock/hip-hop musical, composer, lyricist, lyrics, librettist, director, musical director, choreographer, designer, performers, action songs, character songs, musical theatre, props, backdrop, costumes, timbre, transitions, solo, duet, ensemble  <b><u>What pupils will learn:</u></b>  I can learn songs in a variety of styles.  I can use musical notation to play a short piece on a tuned instrument with increasing control.  I can widen my experience of live and recorded music.  The children will listen to a variety of modern music and respond with their thoughts. They will create their own piece of remixed music from studying a song in detail.</p>
--	--	---