








## Year 5 Home Learning – Summer 1

|  |  |  |   |  |         |   |           |   |          |  |        |   |   |   |
|--|--|--|---|--|---------|---|-----------|---|----------|--|--------|---|---|---|
| Task to term be completed over this half | <div>Home Apps</div> <div>Timetable Rockstars</div> <div></div> <div>Even in Y5, timetables are vital to support in many areas.</div> <div>Oxford Reading Buddy</div> <div>Login to read books matches to your child’s level and complete online comprehensions.</div> <div><a href="#">Oxford Reading Buddy - Log in</a></div> | <div>Suggested timetable</div> <table><tr><td>Monday</td><td>1. Oxford reading buddy<br/>2. Spellings</td></tr><tr><td>Tuesday</td><td>1. Spellings<br/>2. Timestable Rockstars</td></tr><tr><td>Wednesday</td><td>1. Oxford reading buddy<br/>2. Spellings</td></tr><tr><td>Thursday</td><td>1. Spellings<br/>2. Timestables Rockstars</td></tr><tr><td>Friday</td><td>1. Spellings<br/>2. Oxford reading buddy</td></tr></table> | Monday  | 1. Oxford reading buddy<br>2. Spellings  | Tuesday | 1. Spellings<br>2. Timestable Rockstars | Wednesday | 1. Oxford reading buddy<br>2. Spellings | Thursday | 1. Spellings<br>2. Timestables Rockstars | Friday | 1. Spellings<br>2. Oxford reading buddy | <div>Reading</div> <div>Continue to read <b>at least 3 times a week</b>.<br/>This can be either using Oxford Reading buddy, a library book or using a book of your choice.</div> <div></div> <div>Please record any books you have read in your reading journal for your teacher to see.</div> <div>Your teacher recommends and will be reading with you <b>Alex Rider: Stormbreaker by Anthony Horowitz</b>.</div> <div>In reading, we will look at extracts from other Anthony Horowitz books as well as Beetle Boy by M G Leonard.</div> <div></div> | <div>Creative Family project: HMS Warrior</div> <div>Submission date: week of: 19.5.25</div> <div></div> <div>This half term we will be studying the <b>HMS Warrior in History</b>. We would like you to find out more about the ship and its voyages. Where did it go? What was it made of? Where did it sail? What is it famous for?</div> <div>Create something to show off your research. This could be:</div> <div><ul style="list-style-type: none"><li>• A model</li><li>• A report of its journeys</li><li>• A leaflet for tourists</li><li>• A poster</li><li>• A presentation</li></ul></div> <div>Try to use recycled materials where possible!</div> |
|  | Monday   | 1. Oxford reading buddy<br>2. Spellings  |   |  |         |   |           |   |          |  |        |   |   |   |
| Tuesday                                  | 1. Spellings<br>2. Timestable Rockstars  |  |   |  |         |   |           |   |          |  |        |   |   |   |
| Wednesday                                | 1. Oxford reading buddy<br>2. Spellings  |  |   |  |         |   |           |   |          |  |        |   |   |   |
| Thursday                                 | 1. Spellings<br>2. Timestables Rockstars   |  |   |  |         |   |           |   |          |  |        |   |   |   |
| Friday                                   | 1. Spellings<br>2. Oxford reading buddy  |  |   |  |         |   |           |   |          |  |        |   |   |   |
| Spellings to learn at                    | <div>Week 1 Spellings (Test 2.5.25)</div> <div>communicate<br/>accommodate<br/>appreciate<br/>desperate<br/>exaggerate<br/>escape<br/>invade<br/>mistake</div>   | <div>Week 2 Spellings (Test 9.5.25)</div> <div>weight<br/>eight<br/>eighteen<br/>freight<br/>neighbour<br/>eighty<br/>neigh<br/>sleigh</div>   | <div>Week 3 Spellings (Test 16.5.25)</div> <div>interest<br/>different<br/>boundary<br/>category<br/>definitely<br/>difference<br/>poisonous<br/>separate</div> | <div>Week 4 Spellings (Test 23.5.25)</div> <div>deceive<br/>perceive<br/>conceit<br/>deceit<br/>protein<br/>seize<br/>retrieve<br/>believe</div> |         |   |           |   |          |  |        |   |   |   |



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| <p><b>In History</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>HMS Warrior</li> <li>Aim: Local history study: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> </ul>  | <p><b>In Science</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>How sounds are made, travel and how they can be changed</li> </ul> | <p><b>Curriculum Overview</b></p> <p style="text-align: center;"> <b>Summer 1</b><br/> <br/> <b>Year 5</b> </p> | <p><b>In PSHE</b>, we are learning about:</p> <p><b>Rights and Responsibilities</b> by considering:</p> <ul style="list-style-type: none"> <li>Discuss and debate health and wellbeing issues</li> <li>Rules and laws – changing rules and laws; anti-social behaviour; respecting and resolving differences</li> </ul> <p><b>Environment</b> by considering:</p> <ul style="list-style-type: none"> <li>Different rights, responsibilities and duties</li> </ul> | <p><b>In RE</b>, we will be learning about:</p> <ul style="list-style-type: none"> <li>Theme/Unit: Places of Worship</li> <li>Concept: Sacred places</li> </ul> |
| <p><b>In PE</b>, we are learning:</p> <ul style="list-style-type: none"> <li>Rounders</li> <li>Swimming</li> </ul>   | <p><b>In Computing</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>Animation (Stop motion)</li> </ul>                               |   | <p><b>In Music</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>Storm at Sea</li> </ul>   | <p><b>In Art</b>, we are:</p> <ul style="list-style-type: none"> <li>Printed Seascapes</li> <li>Artist: Jan Van Goyen</li> </ul>                                |
| <p><b>In English</b>, we are using <i>Storm Breaker</i> by Anthony Horowitz as our stimulus and will be writing:</p> <ul style="list-style-type: none"> <li>A <b>labelled diagram with explanation</b> of a spy gadget.</li> <li>A <b>narrative entry</b> from a key moment in the story.</li> </ul> <p><b>In Reading</b> we will be reading complimentary texts including:</p> <ul style="list-style-type: none"> <li>Poetry – <b>Sea Fever</b> by John Masfield</li> <li>Extract <b>Point Blank</b> by Anthony Horowitz</li> <li>Extract <b>Groosham Grange</b> by Anthony Horowitz</li> <li><b>Beetle Boy</b> by M G Leonard</li> </ul> |  | <p><b>In MFL</b>, we are developing our French skills through:</p> <ul style="list-style-type: none"> <li>My Home/ Romans</li> </ul>  | <p><b>In Maths</b>, we will continue to develop our Arithmetic skills. We will also develop our skills and knowledge in:</p> <ul style="list-style-type: none"> <li>Statistics and negative numbers</li> <li>Measurement including volume and capacity</li> <li>Multiplication and division including square, cube and prime numbers</li> </ul>   |   |