

## Year 5 - Areas of Study Summer 1 - 2025

**Topic Title: British Monsters**

**Key Question: Do monsters in the UK really exist?**

### **English (Reading and Writing)**

In our guided reading, children will be given the opportunity to read and analyse Frankenstein, written by Mary Wollstonecraft Shelley. Shelley was an English novelist who wrote the Gothic novel Frankenstein which is considered an early example of science fiction. We will be analysing an adapted version of the text and analysing why this novel has become renowned throughout the world.

In keeping with our theme of British monsters, Children will be looking at an extract from the Sherlock Holmes novel, the Hound of the Baskervilles. In this extract, the children will analyse how the author introduces the beast and how they use language and tension to hook the reader.

Black Shuck? The Loch Ness Monster? Sightings of these creatures across the country have prevailed for centuries – now it is the turn of Year 5 to explore what seeing a British monster would really be like. They will plan and write their own suspense story including a flashback sighting, changing from present to past tense and using vivid imagery and language.

Lastly, children will watch a short, modernised clip centring around the tale of the three little pigs. A very British clip, the children will debate whether the wolf or the pigs were the ‘monster’ of the story and create a newspaper report detailing their findings based on the content of the film.

### **Maths**

Mathematics will be taught discretely throughout this topic, following the White Rose scheme of work. Children will develop their understanding of shape; learning how to use a protractor to accurately measure and draw angles up to 180°, they will then progress on to looking at the properties of regular and irregular polygons, before exploring 3D shapes and their properties.

Children will then learn about position and direction, where they will cement their learning around coordinates by solving problems. They will then learn about translation, lines of symmetry and reflection in horizontal and vertical lines.

### **Science**

In this unit the children will have the opportunity to learn about the gestation periods of big cats such as jaguars and panthers (linked to suspected cat sightings in the UK) as well as creatures – large and small – that some would deem to be true British Monsters. They will then go on to explore the gestation period of humans.

<b>History</b>
Not taught this half term.
<b>Geography</b>
Using maps, children will study where the monsters were reportedly sighted. They will identify and name counties, including Berkshire, on a map of the United Kingdom.
<b>Art</b>
During this unit of work, children will study several landscape pictures by British artist Constable. They will also look at artwork where perspective wasn't used (Renaissance period). Children will then use the medium of water colours and make suitable choices when mixing different colours. They will mix black and white with colours to create different shades and hints. Once they have practised these skills, they will consider how to incorporate one-point perspective into a drawing, including foreground, mid ground and background, appropriately. The end piece of work will incorporate a beast onto a landscape piece of artwork.
<b>Design Technology (DT)</b>
Not taught this half term.
<b>Music</b>
<p>Linking to the tale of the Loch Ness Monster, the children will learn about Baloo baleerie – a beautiful lullaby from the Shetland islands. Pupils will explore lullabies from across the globe, learn about 3/4 time, as well as sing and play this beautiful lullaby from the Shetland Islands. They will be encouraged to sing with expression and feeling and can play a musical accompaniment to Baloo baleerie. The unit will end with the children performing the song with accompaniment.</p> <p>Children will also be taking on the challenge of learning how to play the Ukelele with a specialist instructor from Berkshire Maestros.</p>
<b>Religious Education (RE)</b>
Children will continue to develop their knowledge and understanding of all six major world religions through a comprehensive study of a question which links the religious belief and faith of the followers of these religions.
<b>Physical Education (PE)</b>
In PE, children will be developing their strength and stamina through a series of activities in the style of circuit training. These activities will be designed to raise the children's heart rate as well as develop muscles all over the body. Children will rotate around the activities and be prompted to keep a tense core, extended arms

and legs and understand the importance of hydration and rest during prolonged periods of physical activity.

During their outside sessions, the children will focus on striking and fielding, particularly rounders.

### **Computing**

Over the years, photos and videos have emerged of British beasts and monsters. The children will explore these videos and discuss the likelihood of the images being real or edited. The children will use iMovie to film and to manipulate videos of 'beasts' to look as though they were captured in a sighting but also recreate some of the trademark camera angles and video qualities which cast doubt on their authenticity.

### **Personal, Social and Health Education (PSHE)**

Throughout this unit, children will discuss what health and wellbeing include. They will look in more detail at the importance of sleep, spending time outdoors and why it may be important to be clean and tidy indoors and outdoors. They will explore mental wellbeing in more detail and look at how they can make improvements to sustain a more positive lifestyle. Finally, they will learn about basic First Aid and how to respond to emergency situations.

### **Modern Foreign Languages (MFL)**

Previous French units mean that pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality).

By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables them to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.

[\\*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.](#)