

Year 5 Curriculum Overview Spring Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
MATHEMATICS	<u>On-going application of mental, communication, problem solving and reasoning skills</u>					HALF TERM	<u>On-going application of mental, communication, problem solving and reasoning skills</u>				
	Multiplication and Division <ul style="list-style-type: none"> To multiply up to a 4-digit number by a 1-digit number To multiply a 2-digit number by a 2-digit number (area model) To multiply a 2-digit number by a 2-digit number To multiply a 3-digit number by a 2-digit number To multiply a 4-digit number by a 2-digit number To solve problems with multiplication To understand short division To divide a 4-digit number by a 1-digit number To divide with remainders To use efficient division To solve problems with multiplication and division Fractions <ul style="list-style-type: none"> To multiply a unit fraction by an integer To multiply a non-unit fraction by an integer To multiply a mixed number by an integer To calculate a fraction of a quantity To know fractions of an amount To find the whole To use fractions as operators. 						Decimals and Percentages <ul style="list-style-type: none"> To know decimals up to 2 decimal places To know equivalent fractions and decimals (tenths and hundredths) To know equivalent fractions and decimals To use thousandths as fractions and decimals To understand thousandths on a place value chart To order and compare decimals (same number of decimal places) To order and compare decimals with up to 3 decimal places To round to the nearest whole number To round to 1 decimal place To understand percentages To know percentages as fractions To know percentages as decimals To learn equivalent fractions, decimals and percentages Perimeter and Area <ul style="list-style-type: none"> To identify perimeter of rectangles and rectilinear shapes To identify perimeter of polygons To identify the area of rectangles and compound shapes To estimate the area of a shape Statistics <ul style="list-style-type: none"> To draw line graphs To read and interpret line graphs To read and interpret tables To understand two way tables To read and interpret timetables 				
ENGLISH	<u>Rooftoppers by Katherine Rundell</u> <ul style="list-style-type: none"> To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To compose poetry To write in role in order to explore and develop empathy for characters To write with confidence for real purposes and audiences. <u>Possible writing outcomes</u> <ul style="list-style-type: none"> Diary writing Writing in role Newspaper writing Poetry Explanation. 					HALF TERM	<u>The London Eye Mystery by Siobhan Dowd</u> <ul style="list-style-type: none"> To enjoy exciting stories with memorable characters Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence Explain and discuss understanding of what has been read To write a range of texts based on fictional experiences To write a character study To write in a chosen form for a selected audience. <u>Possible writing outcomes</u> <ul style="list-style-type: none"> Recount Conversation/ Discussion Poetry Character study Writing in a chosen form for a chosen audience Persuasion. 				
SCIENCE	<u>Living Things and their Habitat</u> <ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some animals and plants. <p>Star scientist: Eva Crane</p>					HALF TERM	<u>Animals including Humans</u> <ul style="list-style-type: none"> To describe the changes as humans develop to old age. <p>Star scientist - Jane Goodall</p>				

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HISTORY								<p><u>What was life like in Tudor Britain?</u></p> <ul style="list-style-type: none"> • Locate the Tudors on a timeline and to learn what Henry VIII was like through portraits and written sources. • To find out about Henry VIII six wives • To understand why Henry VIII broke away from the Catholic church • Explore what everyday life was like in Elizabethan England for rich and poor including housing, • To explore the difference between rich and poor Tudors
GEOGRAPHY	<p><u>Would you like to live in the desert?</u></p> <ul style="list-style-type: none"> • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why. 							
ART	<p><u>Cityscapes</u></p> <ul style="list-style-type: none"> • Work in a sustained and independent way from observation, experience and imagination • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape • Use a sketchbook to develop ideas • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours • Create imaginative work from a variety of sources • Use digital media to show a variety of roof tops • How has architecture changed over the past 500 years • Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement. <p><u>Artists</u> Alain Carnu (photographer)</p>							<p><u>Illusions</u></p> <ul style="list-style-type: none"> • Use a variety of source material for their work • Study how artists across the centuries have used illusion in art • Explore the potential properties of the visual illusion art elements, hidden, triangle, perspective, tilt, etc • Carry out independent research of illusion artist • Use a sketchbook to develop ideas • Work on preliminary studies to test visual illusions • Create imaginative work from a variety of source • Organise their work in terms of pattern, repetition, symmetry • Investigate with familiar and unfamiliar tools to learn new skills • Use technical learning to create work which shows their ideas and intentions • Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement. <p><u>Artists</u> M.C.Escher</p>
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COMPUTING	<p>COMPUTING STRANDS: Computer Science & Information Technology Unit 5.5 Game Creator - Program; 2DIY 3D</p> <ul style="list-style-type: none"> To introduce the 2DIY 3D tool To begin planning a game To design the game environment To design the game quest to make it a playable game To finish and share the game To self- and peer-evaluate. 	COMPUTING STRANDS: Computer Science & Information Technology Unit 5.5 Game Creator - Program; 2DIY 3D	<p>COMPUTING STRAND: Information Technology Unit 5.4 Databases – Programs; 2Investigate (database), Avatar creator</p> <ul style="list-style-type: none"> To learn how to search for information on a database To contribute to a class database To create a database around a chosen topic.
PE	<p><u>Dodgeball</u></p> <ul style="list-style-type: none"> To throw under pressure and apply this to a target game. To select the appropriate dodging skill for the situation. To develop catching with increasing consistency under pressure. To develop defensive techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To develop officiating skills and referee a game. 	<u>Rounders</u>	<ul style="list-style-type: none"> To sprint with power to run between zones. To direct the ball to hit targets. To throw a ball for accuracy. To position to catch the ball on a base to stump. To follow the path of a bowled ball. To apply the backwards hit rule as a batter. To find gaps in the field in a game situation. To recognise fielders positioned for left and right-handed players.
MUSIC	<p>Unit: South and West Africa</p> <ul style="list-style-type: none"> To sing using the correct pronunciation and with increasing confidence. To play a chord with two notes, remaining in time. To maintain their part in a performance with accuracy. To play the more complicated rhythms in time and with rests. To create an eight beat break and play this in the correct place. 	Unit: Composition to represent the festival of colour Theme: Holi Festival	<ul style="list-style-type: none"> To suggest a colour to match a piece of music. To create a graphic score and describe how this matches the general structure of a piece of music. To create a vocal composition in response to a picture and justify their choices using musical terms. To create a vocal composition in response to a colour. To record their compositions in written form. To work as a group to perform a piece of music.

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SRE/ PSHE	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> To know how to keep themselves safe and protect their personal identities online To understand appropriate and inappropriate use of the Internet including excessive use To recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use To understand the need to respect the rights of other users and understand their own responsibility for information that is shared and how it may impact on others. <p><u>Children’s Mental Health Week – 9th – 15th February 2025 – ‘This is my place.’</u></p> <ul style="list-style-type: none"> To identify ways they can self-improve To respond positively to new challenges/situations To identify some factors that affect emotional health and well-being. 	RSHE	<ul style="list-style-type: none"> To know when puberty is likely to happen. They can explain the main emotional and physical changes that happen during puberty To know why puberty happens. They can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen To know that young people can experience puberty differently and at different times. They can describe some of the different emotions young people can have at puberty and how they might manage them To know how to stay clean during puberty. They know how to get help and support during puberty. <p><u>Emotional/Mental Health/ Neurodiversity Week (March 16th – 20th)</u></p> <ul style="list-style-type: none"> To recognise that anyone can experience mental health difficulties and identify factors that affect emotional health and well-being. They should know that it’s important to discuss feelings with a trusted adult. To challenge the stigma around mental health and well-being. To identify ways they can improve and setting goals and targets for themselves and responding positively to such changes. They will learn strategies to be more resilient and have a growth mind-set. To respect differences and similarities between people and recognise what they have in common E.g. Developing ways to support children with autism. <p>British Values – Mutual Respect and Tolerance</p>
MENTAL HEALTH & WELLBEING	<p>Module 2 Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> How the 24 Character Strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. That Strength Spotting shows children how strengths can be used in different ways. That they still have all 24 strengths but, when they use their Top 5, Team H-A-P feels at its best. How they can move their Character Strengths around and grow them through Neuroplasticity. That when they stop and reflect on using their Character Strengths, their Hippocampus will store it as a memory. They will learn that, when faced with a similar situation, they can remember how that strength can help. <p>How Strength Spotting can help Team H-A-P feel happy as, when we use our Character Strengths, Dopamine gets released and we feel confident. They will also learn that using their strengths can help them manage their Cortisol levels.</p>	Module 3 Appreciate	<p>Children will learn:</p> <ul style="list-style-type: none"> What appreciation means and think of ways to show appreciation to others. What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude. Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect. How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm. That when we regularly give and receive gratitude, Dopamine will continuously be released and even thinking about experiences or people we are grateful for releases Dopamine. That the more we think about gratitude, the stronger the Neural Pathways get and the easier it becomes. That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier. That often the hardest category to think about gratitude for is ourselves.

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FRENCH	<p>Les Vêtements (Clothes)</p> <ul style="list-style-type: none"> • To repeat and recognise the vocabulary for a variety of clothes in French • To use the appropriate genders and articles for these clothes • To use the verb porter in French with increasing confidence • To say what they wear in different weather/situations • To describe clothes in terms of their colour and apply adjectival agreement • To use the possessives with increased accuracy. 	OLYMPICS	<p>Olympics (The Olympic Games)</p> <ul style="list-style-type: none"> • To tell somebody in French the key facts of the history of the Olympics • To tell somebody in French the key facts of the modern Olympic games • To look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French • To say the nouns in French for key sports in the current Olympic games • To conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play • To understand the concept of de la, de l' and du when you say you play a sport in French.
JEWISH STUDIES	<p>Parasha</p> <ul style="list-style-type: none"> • Shemot: To understand the key pasuk of the Parasha • Va'era: To know and understand the first 7 plagues • Bo: To explain what Yirat Shamayim means and how that makes someone a great Jewish leader • Beshalach: To learn about how the Jewish people showed trust in Hashem during the splitting of the sea • Yitro: To understand how to give and how to accept advice based around the relationship of Yitro and Moshe • Mishpatim – Standing up for what is right. <p>Skills:</p> <ul style="list-style-type: none"> • To recognise the difference between the Rashi bet and caf • To recognise the difference between the Rashi dalet and reish • To recognise the difference between Rashi vav and zayin. <p>Topic: Etgar</p> <ul style="list-style-type: none"> • To be able to link different numbers to different Jewish events and mitzvot • To know what the Mishnah and Talmud are • To understand what the Mishnah is and how it is split up • To understand what the Talmud is and why it was written • To know at least 1 statement made in the Talmud and its link to the Torah • Tanach Overview: To know what the books of the Tanach are and the important people spoken about • Important Mitzvot: To know basic mitzvot about how we view other people and their sources in the Torah • To know the basics of Kashrut laws. <p>Chagim: Tu BiShvat</p> <ul style="list-style-type: none"> • To appreciate why and how we commemorate / celebrate Tu B'Shvat • To revise the Shivat Haminim and to appreciate the value that we place on them due to their link with Israel (where they grow). To reference the source in the Torah and study the source • To understand the order of priority of Brachot i.e. when we have different types of food in front of us which should we eat first etc • To learn the 'Al Hamichya' prayer and know how and when we say it. 	PURIM	<p>Skills:</p> <ul style="list-style-type: none"> • To be able to read every Rashi letter and simple one syllable words in Rashi. <p>Chagim: Purim</p> <ul style="list-style-type: none"> • To know that the events in the story of Purim took place in the period between the first and the second Batei Mikdash • To know which pesukim are recited aloud during the reading of the Megillah • To know that Megillat Esther is one of the Chamesh Megillot and is in Ketuvim • To know that when there is a leap year (a second month of Adar is added), Purim is celebrated in Adar Sheni • To know that Purim is celebrated in Yerushalayim on Shushan Purim as it is a walled city • To know the three brachot that are recited before the reading of the Megillah • To know which brachah is recited immediately after the reading of the Megillah • To understand the nature of the miracle was a hidden one over time and that Hashem runs the world – Hashgacha. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> • To know that Nissan is the first month of the Jewish year according to the Torah • To be able to formulate questions, deliver appropriate responses and discuss issues arising from the study of the Haggadah linked to the word <i>haggadah</i> • To know specific topics and songs from the Haggadah in more depth, including Ha lachma Anya, Achad Mi Yodeah, Rabban Gamliel • To be able to identify characters and events in the Pesach story and make the connection between Pesach and Matan Torah • To know that the mitzvah of Korban Pesach cannot be fulfilled without a Bet HaMikdash • To know that the Omer was the barley offering brought on Pesach to the Bet HaMikdash and how to count the Omer correctly.