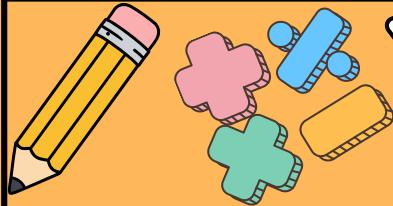


YEAR 5 CURRICULUM OVERVIEW

SPRING TERM

English	Maths	RE
<p><u>Spring 1:</u> Pupils will study Kai and the Monkey King by Jo Todd-Stanton and Odd and The Frost Giants by Neil Gaiman. Pupils will build a rich vocabulary connected to the themes and characters they study. They will express and justify their ideas clearly, offer well-structured explanations, and participate confidently in discussions, presentations and debates. They will explore different viewpoints, make inferences, summarise key ideas, and use evidence to support their understanding. In writing, they will plan with audience and purpose in mind, use accurate grammar and precise vocabulary, and edit their work to improve clarity and accuracy.</p> <p>Outcome: Write a myth creating a character</p> <p><u>Spring 2:</u> Pupils will study The Darkest Dark by Chris Hadfield. They will ask thoughtful questions, broaden their vocabulary, and take an active role in discussions and performances. They will analyse how language and structure shape meaning and continue to justify their ideas clearly. In writing, pupils will plan effectively for audience and purpose, selecting precise vocabulary and accurate grammar.</p> <p>Outcome: To write a recount of a formal biography</p>	<p><u>Spring 1:</u> Pupils will develop secure understanding and fluency in multiplication and division, multiplying up to 4 digits by 2 digit numbers alongside deepening their knowledge of fractions from Autumn 1. Pupils will use a range of written and mental strategies, apply their learning to problem-solving, and explain their reasoning using clear mathematical language.</p> <p><u>Spring 2:</u> Pupils will strengthen their understanding of decimals and percentages by developing secure place value knowledge and applying this to rounding, comparing, and calculating with numbers that include decimal places. They will explore the relationship between fractions, decimals, and percentages, and use this to solve problems in real-life contexts such as money and measure, explaining their reasoning clearly. Pupils will also develop fluency in calculating perimeter and area, using accurate units and selecting efficient methods.</p> <p>Alongside this, pupils will interpret and present data using graphs and tables. They will read and construct charts and tables accurately, use scales effectively, and draw conclusions based on evidence from the data.</p>	<p><u>Spring 1:</u> In Branch 3, pupils explore the ministry of Jesus as the Word of God, focusing on key moments from Galilee through to Jerusalem. They learn how Jesus revealed the Kingdom of God through his teaching, miracles, parables, and encounters, and how these experiences called people to faith, transformation, and a new way of living. Pupils will reflect on what it means to follow Jesus, considering the choices and commitment of the disciples and the ways Jesus challenged people to live with love, forgiveness, and compassion. Through scripture, discussion, and reflection, pupils will develop deeper understanding of Jesus' identity and mission, making connections between his actions and the Christian belief.</p> <p><u>Spring 2:</u> In Branch 4, pupils explore key events from Jesus' time in the wilderness through to Holy Week and Easter. They examine themes of temptation, sacrifice, and salvation, and reflect on how Christians understand the cross as an act of love and the resurrection as a message of hope and new life. Pupils will use scripture to deepen understanding, make connections across the Gospel story.</p>

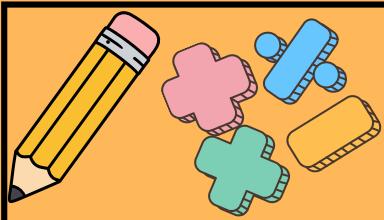


YEAR 5 CURRICULUM OVERVIEW

SPRING TERM



Science	Geography	History
<p><u>Spring 1:</u> Pupils will explore and compare the properties of a range of everyday materials. They will investigate qualities such as hardness, flexibility, strength, transparency, conductivity, and solubility, and consider how these properties affect how materials are used in the real world. Pupils will plan and carry out fair tests, record results accurately, and use evidence to draw conclusions. They will learn to use scientific vocabulary precisely, explain patterns in their findings, and evaluate which materials are best suited for different purposes based on their properties.</p> <p><u>Spring 2:</u> Pupils will explore and compare the properties of a range of everyday materials. They will investigate qualities such as hardness, flexibility, strength, transparency, conductivity, and solubility, and consider how these properties affect how materials are used in the real world. Pupils will plan and carry out fair tests, record results accurately, and use evidence to draw conclusions. They will learn to use scientific vocabulary precisely, explain patterns in their findings, and evaluate which materials are best suited for different purposes based on their properties.</p>	<p><u>Spring 2:</u> Pupils will build a deeper understanding of the United Kingdom by exploring how it is organised into countries, counties and regions, and learning to locate key cities and landmarks using maps and atlases. They will investigate the UK's human and physical geography, including major rivers, mountains, coastlines and patterns of settlement, considering how these features shape life across the country. Pupils will develop their use of geographical skills such as interpreting data, drawing conclusions from maps, and using accurate subject vocabulary to describe and compare different places within the UK.</p>	<p><u>Spring 1:</u> Pupils study the Shang Dynasty and its importance as one of the earliest civilisations in ancient China. They explore daily life, society, beliefs, and achievements, including rulers, religion, bronze work, and early writing. Pupils use historical sources to ask questions, make inferences, and build a clear understanding of how the Shang Dynasty shaped life in the past.</p>
DT		<p>MUSIC & FRENCH</p>
<p><u>Spring 2:</u> Pupils explore key Chinese inventions and how they influenced design and everyday life. They use this learning to follow the design process, researching ideas, creating labelled designs, selecting materials and tools, and making a purposeful product. Pupils evaluate their work against success criteria and use technical vocabulary to explain and improve their designs.</p>		<p><u>Spring 1: French</u> Pupils learn to talk about pets in French, using key vocabulary and accurate pronunciation. They practise asking and answering questions, describing different animals, and expressing opinions using simple sentences and familiar structures. Pupils build confidence in listening and speaking through short conversations, songs, and role-play.</p> <p><u>Spring 1 Music</u> Pupils will begin to look at singing and playing in different styles of music.</p>



YEAR 5 CURRICULUM OVERVIEW

SPRING TERM



Art	ICT	PE
<p><u>Spring 1:</u> Pupils explore traditional and modern Chinese art. They investigate key styles, symbols, and techniques, using these as inspiration to develop their own creative work. Pupils experiment with materials and refine their skills in drawing, painting, and pattern, while learning to evaluate artwork and explain choices using appropriate artistic vocabulary.</p> 	<p><u>Spring 1:</u> In this term, Year 5 pupils develop key word processing skills using Google Docs, learning to format, edit, and present work clearly for different purposes. They also create concept maps to organise ideas, show links between concepts, and support planning and learning across the curriculum. Pupils will work independently, refine their digital skills, and use technology safely and effectively.</p> <p><u>Spring 2:</u> Pupils learn to design and build 3D models using digital software. They combine and manipulate shapes to create purposeful designs, using accurate positioning, size, and viewpoint controls. Pupils plan, refine, and evaluate their models, explaining their choices using appropriate computing vocabulary.</p>	<p><u>Spring 1: & 2</u> Pupils will develop confidence and competence in swimming through a focus on water safety, technique, and endurance. They will practise a range of strokes, improving breathing, coordination, and efficiency in the water. Pupils will work towards swimming longer distances with control, learning how to tread water and stay safe in different scenarios. Throughout the unit, they will build resilience, follow instructions carefully, and reflect on how to improve their performance. Pupils will also build on their skills in gymnastics and will develop strength, flexibility, balance, and control through a range of gymnastic activities. They will practise travelling, jumping, rolling, and holding shapes with improved precision, linking movements smoothly to create purposeful sequences. Pupils will work individually and in pairs or small groups to explore partner balances and cooperative movements, focusing on timing and coordination. They will evaluate their performances, identify strengths and areas for improvement, and use gymnastic vocabulary to describe how to refine technique and quality of movement.</p> 
RSHE	<p>In the spring term, pupils will discuss the theme of 'Joining in and Joining up' and 'Created to live in Community' following the Ten Ten platform.</p>	