

Year 5 Spring Overview 2025

Rights Respecting Article 29 – the goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

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| R.E. | LOCAL Do we all have a mission in life? Mission - continuing Jesus' mission in diocese. | ISLAM (1Week) Ramadan and Pilgrimage | EUCHARIST Why do we need memories? Memorial Sacrifice - Eucharist as the living memorial of Christ's sacrifice. | LENT/EASTER Why do we need to make sacrifices? Sacrifice - Eucharist as the living memorial of Christ's sacrifice. |
| Literacy | <p>Core Texts</p> <ul style="list-style-type: none"> • Skellig by David Almond + The Eagle - Alfred Lord Tennyson • Chessmen Thief by Barbara Henderson + Henry's Freedom Box - Ellen Levine <p style="background-color: yellow; text-align: center;">See separate medium-term planning for reading, writing, grammar and oracy outcomes.</p> <p>Spelling</p> <ul style="list-style-type: none"> • Cial/tial • Homophones • Near-homophones common exception words • Ance/ancy • Ence/ency | | | |
| Maths | <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiplying 2 digits by 2, 3 and 4 digits. • Divide 2-digits, 3-digit and 4-digit numbers by 1 digit • Divide with remainders / Solve problems with multiplication and division <p>Fractions</p> <ul style="list-style-type: none"> • Multiply fractions by an integer • Calculate fractions of a quantity / fractions of an amount • Find the whole <p>Decimals and Percentages</p> <ul style="list-style-type: none"> • Equivalent fractions and decimals • Ordering decimals • Rounding decimals • Order and compare decimals • Percentages as fractions and decimals • Equivalent Fractions, decimals and percentages <p>Perimeter and Area</p> <ul style="list-style-type: none"> • Perimeter of rectilinear shapes and polygons • Area of rectangles and compound shapes. • Estimating area <p>Statistics</p> <ul style="list-style-type: none"> • Draw, read and interpret line graphs • Read and interpret two-way table | | | |
| Science | <p>Materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible <p>Working scientifically</p> <ul style="list-style-type: none"> • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording results using scientific diagrams and labels • Using test results to make predictions to set up further comparative and fair tests. | | | |

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| Computing | Computer Science <ul style="list-style-type: none"> Coding I know how computer games are produced. I know how code is used in everyday life | |
| History | <u>Roman Britain</u> <ul style="list-style-type: none"> The Romans invade Britania Caratacus fights back Boudicca's revolt against the Romans The Roman Town of Aquae Sulis Hadrian's Wall and life on the frontier Black Romans in Britain | <u>Christianity in three empires</u> <ul style="list-style-type: none"> To the lions! Christians in the Roman Empire Emperor Constantine makes big changes The Byzantine Empire carries on An African empire: Aksum A high and holy place How Aksum became a Christian state |
| Geography | <u>Coastal Processes and Landforms</u> <ul style="list-style-type: none"> Coastal Processes: erosion Other coastal processes Coastal landforms The Jurassic coast Coastal habitats: the Indian Ocean The coast of west Wales | <u>Tourism</u> <ul style="list-style-type: none"> Oh! I do like to be beside the seaside! Types of tourism Mountain adventure Changing tourism Summer in the sun Sustainable tourism |
| Art <i>Spring 1</i> | <u>Printing</u> <ul style="list-style-type: none"> Print making techniques | |
| DT <i>Spring 2</i> | <u>Cooking and Nutrition - Global Food</u> <ul style="list-style-type: none"> Explain the different food groups on the Eat Well plate. Investigate, prepare and make some different food from around the world. | |
| Music | <u>Listening, Composing and Performing</u> <ul style="list-style-type: none"> <u>Pop- Adele (pulse, rhythm, pitch)</u> <u>Old-School Hip Hop by Will Smith (singing and playing instruments)</u> | |
| French | <u>Unit 4 (W1-5)</u> <ul style="list-style-type: none"> Saying what I and others do Talking about doing - infinitive regular ER verb Possessive adjectives - mon, ma, ton, ta, De for possession Phonics [é] [er] [ez] & et (and) [eu] Range of nouns, verbs and adjectives. | <u>Unit 5 (W6-7)</u> Saying what I and others like Verbs - aimer et préférer Conjunctions - et, mais and aussi Phonics - [ai] and [oi] <u>Unit 6 (W8-9)</u> Saying how many and describing things Verb - il y a Plural indefinite article - des Numbers 1-12 / Plural marking on nouns - s <u>Unit 7 (10-11)</u> Revision of vocabulary / Easter |
| P.E. | <ul style="list-style-type: none"> Dance Net and Wall- tennis | <ul style="list-style-type: none"> Invasion Games - hockey Invasion Games - rugby |
| PSHE | <i>Personal, Social Health and Economic Education helps children to be safe, healthy and prepared for life's opportunities.</i> | |
| | <u>(TenTen) - Keeping safe</u> <ul style="list-style-type: none"> Sharing isn't always caring Types of Abuse / Making good choices Giving assistance <u>How can friends communicate safely? CONSENT</u> <ul style="list-style-type: none"> Giving and seeking permission Personal Boundaries | <u>How can we help in an accident or emergency?</u> <ul style="list-style-type: none"> Calling for Help and head injuries Asthma/ Bleeding Basic life Support Emergencies and Calling for Help |