



Year 5

Spring

Overview

Year 5 Spring Overview

English

RWI Spelling

Henry's Freedom Box by Ellen Levine

Writing Outcomes:

- Diary
- Biography

The Promise by Nicola Davies

Writing Outcomes:

- Character Narrative
- Bargain Letter

Within each of the units, we will learn about a range of sentence styles including those with varied punctuation.



Maths

NUMBER - Multiplication & Division B

- Multiply up to a 4-digit number by a 1-digit number.
- Multiply a 2-digit number by a 2-digit number (area model).
- Multiply a 2-, 3-, 4-digit number by a 2-digit number.
- Solve problems with multiplication.
- Short division.
- Divide a 4-digit number by a 1-digit number.
- Divide with remainders.
- Efficient division.
- Solve problems with multiplication and division.

NUMBER- Fractions B

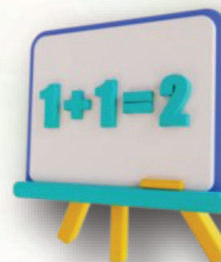
- Multiply a unit fraction by an integer.

NUMBER- Fractions B

- Multiply a non-unit fraction by an integer.

NUMBER- Fractions B

- Multiply a mixed number by an integer.
- Calculate a fraction of a quantity.
- Fraction of an amount.
- Find the whole.
- Use fractions as operators.



Maths *continued*

NUMBER - Decimals and percentages

- Decimals up to 2 decimal places.
- Equivalent fractions and decimals (tenths, hundredths).
- Thousandths as fractions / decimals.
- Thousandths on a place value chart.
- Order and compare decimals (same number of decimal places / with up to 3 decimal places).
- Round to the nearest whole number.
- Round to 1 decimal place.
- Understand percentages.

MEASUREMENT -Perimeter and Area

- Perimeter of rectangles / rectilinear shapes / polygons.
- Area of rectangles / compound shapes.
- Estimate area.

Statistics

- Draw / Read and interpret line graphs
- Read and interpret tables.
- Two-way tables.
- Read and interpret timetables.



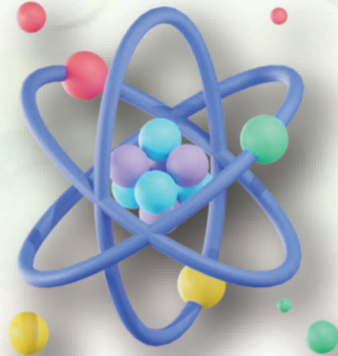
Science

Animals including humans

- To identify the key stages of a mammal's life cycle.
- To explore the gestation periods of mammals.
- To learn about foetal development.
- To investigate the hand span of different aged children.
- To learn about the changes experienced in puberty.
- To describe the changes humans may experience during old age.

Living things and their habitats

- To understand the life processes of a plant.
- To understand the life cycles of mammals.
- To compare the life cycles of insects and amphibians.
- To understand the life cycle of birds and reptiles.
- To know about the life and work of Jane Goodall and David Attenborough.
- To research and present the life cycle of a creature.



Design & Technology

Digital world - wearable technology

- To research and evaluate existing products.
- To develop design criteria.
- To use code to program and control a product.
- To develop and communicate ideas.
- To develop ideas through computer-aided design.
- To improve a design based on feedback.



Art

Sculpture and 3D: Abstract shape and space

- To join 2D shapes to make 3D structures.
- To join materials in different ways when working in 3D.
- To develop ideas for 3D artwork.
- To apply knowledge of sculpture when working in 3D.
- To evaluate and improve an artwork.



Computing

Spreadsheets

- To recap spreadsheet terms and purposes.
- To add and edit data in a table layout.
- To find out how spreadsheet programs can automatically create graphs from data.
- To learn about describing cells using their addresses.
- To use formulae to complete calculations
- To explore the use of the timer, random number and spin button tools.
- To interpret a line graph to estimate values between data readings.
- To create a spreadsheet file with more than one sheet.

Writing for different audiences

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.



History

What did the Greeks do for us?

- To understand where and when the ancient Greeks lived.
- To understand the importance of the Greek gods.
- To identify similarities and differences between Athens and Sparta.
- To understand how Athenian democracy worked.
- To understand the importance of the ancient Greek philosophers.
- To identify and explain the achievements of the ancient Greeks
- To understand how society is organised in different cultures, times and groups.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
- To understand how to work out durations of periods and events.



Geography

Why do oceans matter?

- To explain the importance of our oceans.
- To locate and describe the significance of the Great Barrier Reef.
- To explain the impact humans have on coral reefs and oceans.
- To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.
- To collect data on the types of litter polluting a marine environment.
- To present, analyse and evaluate data collected.



RE

Should a person's religion believe always come first in their life?

- To analyse how diverse expressions of Christian worship can reinforce faith & belief.
- To describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.
- To analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment.
- To explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.



PSHRE

Diverse Britain

- To talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people
- To explain what a community is and what it means to belong to one.
- To explain why and how laws are made and identify what might happen if laws are broken.
- To discuss the terms democracy and human rights in relation to local government.
- To discuss the terms democracy and human rights in relation to national government.
- To investigate what charities and voluntary groups do and how they support the community.

PSHRE *continued*

Be yourself

- To explain why everyone is unique and understand why this should be celebrated and respected.
- To explain why I should share my own thoughts and feelings and I know how to do this.
- To explore uncomfortable feelings and understand how to manage them.
- To understand why we sometimes feel shy or nervous and know how to manage these feelings.
- To identify when I might have to make different choices from those around me.
- To explore how it feels to make a mistake and describe how I can make amends.



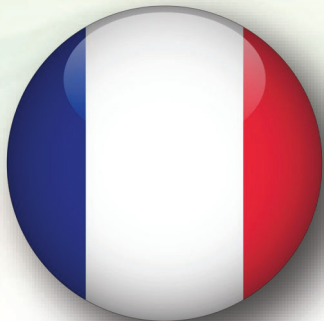
MFL (French)

At the market

- To name some fruits and vegetables.
- To take part in a class survey about favourite fruits and vegetables.
- To count in 10s up to 100 in French.
- To ask for and give the price of fruits and vegetables.
- To take part in a simple shopping dialogue at the market.
- To understand and use simple recipe instructions.

Moving our bodies

- To name items of clothing in French.
- To use adjectives of colour to describe clothes.
- To identify parts of the verb to wear in French.
- To describe an outfit, including colours.
- To learn vocabulary related to carnival outfits.
- To understand a description of a carnival outfit.



Music

Performance Poetry

Music from round the World

Skills covered by the end of Year 5:

- To can breathe in the correct place when singing.
- To maintain my part whilst others are performing their part.
- To improvise within a group using melodic and rhythmic phrases.
- To change sounds or organise them differently to change the effect.
- To compose music which meets specific criteria.
- To use notation to record groups of pitches (chords).
- To use my music diary to record aspects of the composition process.
- To choose the most appropriate tempo for a piece of music.
- To describe, compare and evaluate music using musical vocabulary.
- To explain why I think music is successful or unsuccessful.
- To suggest improvement to my own work and that of others.
- To contrast the work of a famous composer and explain my preferences.



Physical Education

Swimming (by the end of KS2)

- To swim competently and confidently over a distance of 25m.
- To use a range of strokes effectively.
- To perform safe self-rescue in different water-based situations

Gymnastics - Rolls, jumping and balance

- To move in a controlled way, include change of speed and direction in a sequence.
- To work with a partner to create, repeat and improve a sequence with at least three phases

