



Year Group: Five

Value Focus: Aspire

SPRING TERM 2 School Year 2025-2026

RRS: Article 29: 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.

British Values: Democracy and Individual liberty

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment		Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3
Class Read (Story time)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List				
English Reading	Boy in the Tower Block 10 Focus on the core text for comparing and a personal response Focus on a poem, a fact file and a set of instructions for retrieval Focus on the core text for predicting and authorial intent Focus on a speech, a section of dialogue and a report for inference		Boy in the Tower Block 11 Focus on the core text for summarising and understanding themes Focus on a news report, an internal monologue and a poster for retrieval Focus on the core text for comparing and a personal response Focus on a description, an explanation and an advertisement for inference	Boy in the Tower Block 12 Focus on the core text for summarising and understanding themes Focus on a magazine article, a narrative extract and a report for retrieval	Boy in the Tower Block 12 Focus on the core text for predicting and authorial intent Focus on a poem and a description for inference
Reading Outcomes	Know: Some stock phrases to support interpreting evidence A range of techniques used to end chapters and motivate the reader to read on Be able to:		Know: A theme is an idea which repeats throughout a work of art or book How to structure an oral response to questions Be able to:	Know: Pictorial representations can be used to summarise key points Archaic language is outdated and rarely used vocabulary Be able to: Copy the minimum number of words to make a point when quoting Explain an author's intention in varying a narrative structure	

	Identify some techniques used in poetry and explain their intended effect Use inference to support summarising a paragraph		Identify red-herring information when answering multiple choice questions Distinguish between facts and opinions		
English Writing	Formal letters of application Explicit teaching of the grammatical structures and text conventions required	Formal letters of application Structural understanding, planning and execution of extended task and focused editing teaching	Biography Explicit teaching of the grammatical structures and text conventions required	Biography Structural understanding, planning and execution of the extended task	Biography Execution of the extended task and focused editing teaching
Writing Outcomes	Know The subjunctive verb form is used to formally make a request or suggest a possibility How language can be adapted to persuade Be able to Use and sustain a formal tone Structure a formal letter in clear paragraphs		Know A biography tells the story of someone’s life How to form the perfect form of the past and present tenses Be able to Plan and write a well-structured biography Sustain the third person Add additional information using relative clauses		
VGPS	Introduce: Suffixes and prefixes Linking ideas across paragraphs using adverbials of time, place and number Revisit: Modal verbs Relative clauses and relative pronouns Consolidate: Verb Tenses				
Spoken Language Expectations	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.				
Maths	Number: Multiplication and Division (repeat)	Number: Decimals and Percentages		Geometry: Properties of Shape	

	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply and divide numbers mentally drawing upon known facts Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 (also covered in decimals block- Summer 1) Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates (covered in Fractions block Spring term)	Read, write, order and compare numbers with up to three decimal places Greater than or less than, Spiralling decimals Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with two decimal places to the nearest whole number and to one decimal place Round the dice decimals 2 Solve problems involving number up to three decimal places Route Product, Forgot the numbers (also covered in next block) Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 Matching fractions, decimals and percentages Power Maths NRich: Greater than or less than, Spiralling decimals, Route Product, Forgot the numbers, Matching fractions, decimals and percentages	Identify 3D shapes, including cubes and other cuboids, from 2D representations Use the properties of rectangles to deduce related facts and find missing lengths and angles Making rectangles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Egyptian rope, Bracelets Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees The numbers give the design, Six Places to visit, How Safe are you?, Olympic turns Identify: - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° Power Maths, Power Maths NRich: The numbers give the design, Six Places to visit, How Safe are you?, Olympic turns, Making rectangles, Egyptian rope, Bracelets
Maths vocabulary			
Maths Basic Skills		Number: Multiplication and Division (repeat) Multiply and divide numbers mentally drawing upon known facts Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for 2-digit numbers	

		Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign			
Science	Earth and Space (Science Museum) • describe the movement of the Earth and other planets relative to the Sun in the solar system • describe the movement of the moon relative to the Earth • describe the Sun, the Earth and the Moon as approximately spherical bodies • use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky				
	What are the planets in our solar system? How does our view of the Moon change in a lunar month?	Why does the rotation of Earth result in night at day?	Why is the Earth’s tilt (axis) responsible for the seasons?	Review, summarise and present what you know about Earth and Space	
	T2: luminous, phenomenon, attraction, approximately, relative, apparent T3: orbit, axis, crescent, gravitational, waxing, waning				

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Foundation Subjects (Blocked)	PSHE First Aid Year 5 First Aid complete a primary survey for first aid demonstrate the recovery position for an unresponsive breathing casualty know when to deliver CPR demonstrate how to do CPR know when to call for emergency help Feelings and Emotions Anger recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant explain how feelings can be communicated with or without words recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control	Geography <u>Map skills – Four and Six Figure Grid References</u> National Curriculum: Geographical skills and fieldwork: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <u>Cusp outcomes:</u> Why do we need latitude and longitude? What are 4 and 6 figure grid references and how do we use them? How can I precisely describe locations, landmarks and places as a geographer?	Science Week – See separate information. Focus on practical activities, enrichment opportunities and revisit previous learning using &iLearn to identify and address any curriculum gaps.	Continue Geography	RE U2.4 If God is everywhere why do we go to a place to worship? Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Give examples of how places of worship support believers in difficult times, explaining why this matters to believers Present ideas about the importance of people in a place of worship, rather than the place itself. Make links back to U2.1 (Autumn Term unit) Why do some people believe that God exists?

	and manage unpleasant/uncomfortable emotions, such as anger Adult and Children's views Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.				
Vocabulary		Tier 2: Horizontal, vertical, parallel, arctic, Antarctic Tier 3: Equator, Tropic of Cancer, Tropic of Capricorn, poles, meridian line			
Computing	(Junior Jam) iMedia – iCreate				
Music	(Junior Jam) Keyboards				
Spanish	(Junior Jam) Unit 4				
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 Teacher Share – KS1 and KS2 Voices Curriculum and resources - Singing				
P.E. Russell – Y1, Y3, Y5 Leire – Y2	Striking and Fielding - Cricket • Recognise where increased flexibility and power is an advantage in striking and fielding the ball • In a game situation play using a range of simple tactics such as getting players out to restrict the attack • Use and apply the basic rules of the game fairly and consistently • Choose where to hit the ball to maximise likely hood of scoring runs • Use a variety of shots in isolation and in a game situation • Throw with accuracy and consistency over short distances • Tracking flight of the ball to increase catching success • Begin to employ specific bowling techniques such as overarm in cricket • Work collaboratively with others to both score runs and, in the field, to restrict runs				
	Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.				

PSHE Weekly Reflection (Scheme Blocked)	I have a dream – you’ve got to have a dream to have a dream come true	You have brains in your head and feet in your shoes	I am special – 10 fascinating facts about me.	Spring has sprung! Turning over a new leaf.	You’re never too young to change the world
P4C Skills	Link questions to concepts Refine questions.				
P4C Enquiries	Resilience and growth mindset		Curriculum area		Gender, culture and diversity