



Year Group: Five

Value Focus: Enjoy

SPRING TERM 1 School Year 2025-2026

RRS: Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

British Values: Individual liberty and Mutual respect

	05/01/2026	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026
Whole School Events	Inset Day Establishing Week	Welcome Meetings/Books and Biscuits	After School Clubs and Job Centre starts IEP Meetings X Factor	E1 Moderations Budget closes	Attendance Focus Fortnight Children Mental Health Week HT Open Morning Number Day	Attendance Focus Fortnight Safer Internet Week and Buzz Day
Enrichment	Year 1 Teddy Bear Hospital Chess League	Y3 Ideas Store trip Bow Arts – Reception	Bow Arts Years 1-4	Bow Arts Years 1-4 Janet – KS1 and LKS2	Y3 trip to NPG Cameron – Bank of England Chess League Janet – EYFS + UKS2	Y3 trip to NPG Whiffin – Bank of England Y3 Science Workshops Bow Arts Years 1-4 Year 5 Life Exhibition
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	A Midsummer Night's Dream Block 7 Focus on the core text for predicting and a personal response Focus on some biographies, a commentary and an extract from the original play for retrieval	A Midsummer Night's Dream Block 7 Focus on the core text for summarising and understanding themes Focus on a narrative, a report and a poem for inference Wanderer Shakespeare script	I Am Not A Label Block 8 Focus on the core text for comparing and authorial intent Focus on a narrative, a report and a discussion for retrieval	I Am Not A Label Block 8 Focus on the core text for predicting and a personal response Focus on an extended narrative and a poem for inference	Year 3-5 PiXL Assessments I Am Not A Label Block 9 Focus on the core text for comparing and understanding themes Focus on an information leaflet, a narrative and an interview for retrieval	
Reading Outcomes	Know: Answers do not always need to be in full sentences The wording in questions may not match that in the text Be able to: Analyse questions carefully to understand what is required Summarise a paragraph or longer section of text		Know: The protagonist is the main character in a story, film or play Narratives are not always written chronologically Be able to: Orally rehearse responses before writing them Explain how a piece of evidence supports a point		Know: Some of the misconceptions and prejudices that exist about disability The content of a book can shape our attitudes and opinions Be able to: Use antonyms to support when proving or disproving statements	

	Know: The protagonist is the main character in a story, film or play Narratives are not always written chronologically Be able to: Orally rehearse responses before writing them Explain how a piece of evidence supports a point				Identify superfluous words when summarising	
English Writing		Third person stories set in another culture Explicit teaching of the grammatical structures and text conventions required	Third person stories set in another culture Structural understanding, planning and execution of the extended task	Third person stories set in another culture Execution of the extended task and focused editing teaching	Playscripts Block A (Shakespeare retelling) Explicit teaching of the grammatical structures and text conventions required	Playscripts Block A (Shakespeare retelling) Structural understanding, planning and execution of extended task and focused editing teaching
Writing Outcomes		Know Dialogue can help tell the story and convey information about characters An expanded noun phrase is a simple noun phrase expanded with at least one adjective Be able to Interweave cultural references to establish context Describe and develop characters and settings in detail Use and sustain the third person			Know Who Shakespeare was and why he is so significant to British heritage A synopsis is often written in the present tense to convey a sense of immediacy Be able to Write a synopsis of a Shakespearian play Write concisely in the third person Select vocabulary precisely to convey meaning	
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	Measurement: Perimeter and Area Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Area and perimeter, Through the window Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes Shaping it, Brush loads, Cubes, Numerically equal, Making boxes, Ribbon squares, Fitted NCETM Planning Resources Power Maths NRich: Area and perimeter, Through the window, Shaping it, Brush loads, Cubes, Numerically equal, Making boxes, Ribbon squares, Fitted	Place Value (repeat, working with up to 6 digit numbers) Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above Read Roman numerals to 1000 (M) and	Number: Fractions Compare and order fractions whose denominators are multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths Tumbling down Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (for example $\begin{array}{r} 25 \\ 2 \\ \hline 5 \end{array}$ + $\begin{array}{r} 45 \\ 4 \\ \hline 5 \end{array}$ = $\begin{array}{r} 65 \\ 6 \\ \hline 5 \end{array}$ = 1 $\begin{array}{r} 15 \\ 1 \\ \hline 5 \end{array}$) Balance of halves Add and subtract fractions with the same denominator and denominators that are multiples of the same number A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions [for example 0.71 =

		recognise years written in Roman numerals	$\begin{array}{r} 71100 \\ 71 \\ \hline 100 \end{array}$] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Power Maths, Power Maths, Power Maths NRich: Tumbling down, Balance of halves, A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains Books: My Half Day (Doris Fisher and Dani Sneed) Assessment: White Rose Fractions A, Answers Power Maths, Power Maths, Power Maths NRich: Tumbling down, Balance of halves, A4 Fraction Addition, A4 Fraction Subtraction, Linked Chains Books: My Half Day (Doris Fisher and Dani Sneed)			
Maths vocabulary		Million, powers of 10, decimal numbers, decimal places	Proper/improper fractions, mixed numbers, thousandths, decimal places, percent as parts per 100			
Maths Basic Skills	1. Read, write and convert time between analogue and digital 12- and 24- hour clocks (Y4 objective) 2. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) 3. 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	1. Solve problems involving converting between units of time 2. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 3. 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	1. Complete, read and interpret information in tables, including timetables 2. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 3. Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	1. Solve comparison, sum and difference problems using information presented in a line graph 2. Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes 3. Round any number up to 1,000,000 to the	1. Use all four operations to solve problems involving measure (for example: length, mass, volume, money) using decimal notation, including scaling) 2. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign	1. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 2. Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit 3. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000

				nearest 10, 100, 1000, 10000 and 100000	3. Establish whether a number up to 100 is prime and recall prime numbers up to 19	
Science	Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect					
	What is gravity?	When is friction helpful and when is it not?	What's the effect of air resistance?	What's the effect of water resistance?	Who was Galileo Galilei?	
	T2: Opposite, reaction, advantage, displace, weight, mass T3: Pulley, gear, pivot, fulcrum, lever, up thrust					

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					Year 5 Life Exhibition
Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE		History A non-European society that provides contrasts with British history – Maya c. AD 900 Wanderer Project- Artefacts being used in the classroom. National Curriculum: A non-European society that provides contrasts with British history (Maya civilization c. AD 900) Cusp outcomes: - Where did the Maya live? - What were the significant events in the Maya’s history? - What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza - What did the Maya invent? If you find that you need to consolidate or focus learning, choose one of these to work on. - What happened to the Maya city-states? - Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900	ART Block B – Year 5 - Printmaking Exploration of materials Explicit teaching of techniques of reduction printing Application of knowledge and techniques previously learned Know: Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last Be able to: Create reduction prints and explain and record the process https://vimeo.com/563888004/f56b44c767 Block E – Year 5 – Painting Exploration of materials and techniques Explicit teaching of techniques Applying knowledge skills and techniques Evaluating outcomes Know: Different effects can be achieved with watercolour paint Be able to: Select materials to create specific marks using watercolour pain https://vimeo.com/680905303/b50b5fd92a CUSP ART Visit museum of the home- print workshop	PSHE Computer Safety Image Sharing list reasons for sharing images online identify rules to follow when sharing images online describe the positive and negative consequences of sharing images online recognise possible influences and pressures to share images online 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		T2: Democracy Honour Phenomenal Deteriorated	Edition Overlaid Reduction printing Transpose Incision		

		Armoured Oppressive T3: City-state Tyrant Sanctuary Tactical Valiantly unified	Inverted Coarseness Dissolve Adhere Warping Spritz Absorb			
Computing	Junior Jam					
Music	Junior Jam					
MFL - Spanish	Junior Jam					
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
P.E.	Athletics • Identify how they can change an activity by using the STEP principle • Distinguish between good and poor performances and suggest ways to improve self and others • Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes • Perform a range of jumps in different activities • Demonstrate a range of throwing actions using different equipment with some consistency and control • Able to run as part of a team in relay style events and demonstrate max effort pace • Compare own performance with previous ones and demonstrate improvement to achieve personal best					
	Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.					
PSHE Weekly Reflection (Scheme Blocked)	New Year’s Resolutions	Be happy on purpose	Enjoy your learning	Thomas Buxton is a Bully Free Zone	Accentuate the positive, eliminate the negative.	Calm Down! Ways to keep your cool.
P4C Skills	Use questioning techniques to identify concepts and important vocabulary.					
P4C Enquiries	PSHE		Religion or spiritual education		Wellbeing	