



**Year 5**  
**Parent Curriculum Information**  
**Spring Term 2024**

**English**

<p><b>Class Novel 1:</b> The Saga of Erik the Viking (Terry Jones)  <b>Class Novel 2:</b> The Explorer (Katherine Rundell)</p> <p><b>The Saga of Erik the Viking by Terry Deary</b>  <i>Builds on knowledge of traditional tales and links to Year learning in history unit of The Vikings.</i>  <b>Written Outcome:</b> Narrative - write their own Viking Saga.</p> <p><b>Zoo by Anthony Browne/The One and Only Ivan by Katherine Applegate.</b>  <i>Both texts serve as a stimulus to fuel children's ideas and writing.</i>  <b>Written Outcome:</b>          Discussion text: Should Zoos be banned.</p> <p><b>The Explorer by Katherine Rundell</b>  <i>The text allows the children to explore adventure narrative within a rainforest setting which compliments their geography unit.</i>  <b>Written Outcome</b>          Setting Description / Write an additional chapter</p>	<p><b>Performance Poem:</b> Tyger Tyger (William Blake)  <b>Poetic Form:</b> Kennings</p> <p><b>The Jungle Survival Handbook by Miles Kelly</b>  <i>Mentor text to show children how explanations and information can be written and presented in a way to appeal to a particular audience.</i>  <b>Written Outcome</b>          Information text: Survivors Guide to the Rainforest.</p> <p><b>Poetry: Kennings</b>  <i>Children study the structure of cinquains as the mentor text. This builds on Haiku structure from Y3.</i>  <b>Written Outcome</b>          Kennings poems linked to the rainforest</p> <p><b>The Great Kapok Tree by Lynne Cherry</b>          The picture book and its illustration serves as a great stimulus for writing and the children get to hear perspective from the different characters who speak to the man.  <b>Written Outcome</b>          Persuasive letter in role as one of the animals from the story</p>
---	---

Children will learn key objectives from the Year 5 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting. In addition, children will have daily Sounds Write sessions to help them to apply their phonic knowledge to spelling.

**Mathematics**

<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Multiply up to a 4-digit number by a 1-digit number</li> <li>• Multiply a 2-digit number by a 2-digit number (area model)</li> <li>• Multiply a 2-digit number by a 2-digit number</li> <li>• Multiply a 3-digit number by a 2-digit number</li> <li>• Multiply a 4-digit number by a 2-digit number</li> <li>• Solve problems with multiplication</li> <li>• Short division</li> <li>• Divide a 4-digit number by a 1-digit number</li> <li>• Divide with remainders</li> <li>• Efficient division</li> <li>• Solve problems with multiplication and division</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Multiply a unit fraction by an integer</li> <li>• Multiply a non-unit fraction by an integer</li> <li>• Multiply a mixed number by an integer</li> <li>• Fraction of an amount</li> <li>• Find the whole</li> <li>• Using fractions as operators</li> </ul> <p><b>Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>• Perimeter of rectangles</li> <li>• Perimeter of rectilinear shapes</li> <li>• Perimeter of polygons</li> <li>• Area of rectangles</li> <li>• Area of compound shapes</li> <li>• Estimate area</li> </ul>	<p><b>Number: Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>• Decimals up to two decimal places</li> <li>• Equivalent fractions and decimals (tenths)</li> <li>• Equivalent fractions and decimals (hundredths)</li> <li>• Equivalent fractions and decimals</li> <li>• Thousandths as fractions</li> <li>• Thousandths as decimals</li> <li>• Thousandths on a place value chart</li> <li>• Order and compare decimals (same number of decimal places)</li> <li>• Order and compare any decimals with up to three decimal places</li> <li>• Round to the nearest whole number</li> <li>• Round to one decimal place</li> <li>• Understand percentages</li> <li>• Percentages as fractions</li> <li>• Percentages as decimals</li> <li>• Equivalent fractions, decimals and percentages</li> </ul>
--	---	--

<b>Science</b>	
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
<b>Physical Education (PE)</b>	
<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• Analyse fitness scores to identify areas for improvement.</li> <li>• Choose the best pace for a running event and maintain speed.</li> <li>• Encourage and motivate others to work to their personal best.</li> <li>• Identify how different activities can benefit my physical health.</li> <li>• Work with others to manage activities.</li> <li>• Understand the different components of fitness and how to test them.</li> <li>• Understand what their maximum effort looks and feels like and be determined to achieve it.</li> </ul>	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• Lead others and contribute ideas to group work.</li> <li>• Use feedback provide to improve their work.</li> <li>• Apply defensive skills individually and as a team to gain possession, deny space and stop goals.</li> <li>• Dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• Communicate with their team and move into space to help maintain possession.</li> <li>• Understand the need for tactics and identify when to use them in different situations.</li> <li>• Understand the rules and apply them honestly most of the time, including when refereeing.</li> </ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Accurately copy and repeat set choreography.</li> <li>• Choreograph phrases individually and with others considering actions and dynamics.</li> <li>• Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</li> <li>• Lead a group through warm-up routines.</li> <li>• Refine the way they use actions, dynamics, relationships and space in response to a stimulus.</li> <li>• Suggest ways to improve their own and other people's work using key terminology.</li> <li>• Use counts when choreographing to stay in time with others and the music.</li> <li>• Use feedback provided to improve their work.</li> </ul>	<p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>• Develop a wider range of skills and being to use these under pressure.</li> <li>• Identify when they were successful and what they need to do to improve.</li> <li>• Throw accurately at a target.</li> <li>• Work co-operatively with others to manage their game.</li> <li>• Understand the need for tactics and identify when to use them in different situations.</li> <li>• Understand the rules of the game and apply them honestly most of the time.</li> <li>• Understand there are different skills for different situations and being to use these.</li> </ul>
<b>Religious Education (RE)</b>	
<p><b>Multifaith: Local Beliefs and Practices</b> <i>Which religious faiths are represented in our local community?</i></p> <ul style="list-style-type: none"> <li>• Show an understanding of the richness of religious diversity in the UK today.</li> <li>• Identify similarities and differences of own lives compared to people from different religious and belief backgrounds.</li> <li>• Make links between values such as respect and tolerance and own behaviour, responding sensitively to people with a faith.</li> </ul>	<p><b>Christianity: Easter</b> <i>How significant is it for Christians to believe God intended Jesus to die?</i></p> <ul style="list-style-type: none"> <li>• Discuss who was responsible for Jesus' death, referring to Biblical texts.</li> <li>• Consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the due to events during Holy Week.</li> <li>• Investigate the life of a person who has been inspired by their faith, making links between belief and action.</li> </ul>

<p><b>Geography</b></p> <p><b>Place study: Amazon Rainforest</b></p> <ul style="list-style-type: none"> <li>• Discover where the rainforests are located in the world in relation to the equator.</li> <li>• Explore the climate of tropical rainforests and compare to own climate.</li> <li>• Describe the rainforest strata and how plants have adapted to survive in this environment.</li> <li>• Explain the importance of the Amazon Rainforest and explore how the rainforests are under threat and the actions that we can take to help save them.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate South America's countries, concentrating on their environmental regions and key physical characteristics.</li> </ul>	<p><b>History</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p>(The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p> <ul style="list-style-type: none"> <li>• Identify who the Vikings were and why they come to Britain.</li> <li>• Explore if life was better in Anglo-Saxon Britain or Viking Britain.</li> <li>• Identify who Alfred the Great was and when he ruled.</li> </ul>
<p><b>Computing</b></p>	
<p><b>Computing Systems and Networks: Micro:bit</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals use sequence, selection, and repetition in programs</li> <li>• Solve problems by decomposing them into smaller parts</li> <li>• Use sequence and repetition in programs; work with various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Work with variables and various forms of input</li> </ul>	<p><b>Programming 2: Stop motion animation</b></p> <ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part.</li> </ul>
<p><b>Online Safety: Online Reputation</b></p> <ul style="list-style-type: none"> <li>• Understand why people search personal information about others online</li> <li>• I know how to search for personal information about others online</li> <li>• I can form opinions about the reliability of the information about a person</li> </ul>	<p><b>Online Safety: Online Bullying</b></p> <ul style="list-style-type: none"> <li>• Recognise differences between online and offline bullying</li> <li>• Describe some of the differences between online and offline bullying</li> <li>• Identify ways to help those being bullied online</li> <li>• Recall organisations and people who can help with online bullying issues</li> </ul>
<p><b>French</b></p>	
<p><b>Spring 1: Describing things and people / Expressing likes and saying what I and others do</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this block are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]</p> <p><b>Vocabulary:</b> colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p><b>Grammar:</b> revisit definite articles &amp; adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer   détester + definite article, revisit intonation questions (including with comment, quand)</p>	<p><b>Spring 2: Describing me and others / Saying what I and others have</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this block are:[a] [o] [e] [i] [u]; Silent Final Consonant [SFC] -t, -s, -d; Silent Final E [SFe]; [an/en]; open and closed [eu]; [ch] [au/eau/o/ô]; [on] [ou]</p> <p><b>Vocabulary:</b> greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p><b>Grammar:</b> être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>

Art	Design Technology
<p><b>Every picture tells a story</b></p> <ul style="list-style-type: none"> <li>• Consider the message Banksy is conveying through his mural and alter the image to reflect British Values</li> <li>• Work in the style of Rorschach to create a symmetrical abstract image, using imagination to interpret and add detail</li> <li>• Create a meaningful message using visual symbols</li> <li>• Describe how people throughout history have used visual symbols</li> <li>• Express how a piece of artwork makes them feel and use drama to express their understanding</li> <li>• Use curved lines to suggest three dimensional shapes</li> <li>• Identify key features of an artist's work</li> </ul>	<p><b>Mechanical systems: making a pop-up book</b></p> <ul style="list-style-type: none"> <li>• Design a pop-up book that includes a mixture of structures and mechanisms, knowing that structures use the movement of the pages to work and that mechanisms control movements.</li> <li>• Make mechanisms and / or structures using sliders, pivots and folds to produce movement.</li> <li>• Use layers and spacers to hide relevant parts of the mechanism and make the book look neater.</li> <li>• Complete the surface decoration of the book by adding pictures and captions, considering the preferences of the user.</li> <li>• Ensure the making is neat, accurate and securely assembled.</li> <li>• Evaluate the work of others and receive feedback.</li> </ul>
Music	
<p><b>South and West African Music</b></p> <ul style="list-style-type: none"> <li>• Learn 'Shosholoza', a traditional South African song</li> <li>• Play the accompanying chords using tuned percussion</li> <li>• Learn to play the djembe</li> </ul>	<p><b>Violin</b></p> <ul style="list-style-type: none"> <li>• Enjoy learning to play an instrument and learn how to use and care for the instrument</li> <li>• Develop pitch, pulse, and rhythm skills.</li> <li>• Develop understanding of other elements of music - tempo, dynamics, structure and timbre.</li> <li>• Be able to copy, create and read rhythmic patterns using crotchets, quavers, minims, semibreves and associated rests.</li> <li>• Be able to listen to and discuss a range of music</li> <li>• Using a range of stimuli, create own tunes and songs</li> </ul>
PSHE+C	
<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> </ul>