



Year 5 Termly Overview

Spring 2025

In our Termly Overview, you will find more details about what we will be covering in school this term. Take a look at our class and curriculum webpages for more detail! If you have any further questions, please email me:

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Maths

In maths this term, we will learn to:

- extend written methods of addition and subtraction to include any pair of three or four-digit numbers with decimals up to two decimal places
- solve problems involving all four operations
- identify and calculate angles on a straight line and in triangles using angle sum facts
- compare and sequence negative numbers and order a set of positive and negative numbers
- add and subtract fractions
- identify diagonals and properties of quadrilaterals
- calculate area
- recognise fraction and decimal equivalence

English

In our English lessons we will be developing our:

- Reading skills, focusing on our vocabulary, inference, prediction, finding evidence and retrieval skills. We will read a range of texts including fiction, non-fiction and poetry increasing in length to build our reading stamina.
- Speaking and listening skills.
- Spelling (see our spelling rules on our class page!)
- Handwriting
- Writing including fantasy narrative, figurative poetry, explanations, and non-chronological reports.
- Punctuation and grammar focusing on sentence structure and clause types, adverbs and adverbial phrases, apostrophes for contraction and possession, expanded noun phrases, modal verbs and inverted commas.

PE

We have 2 sessions of PE every week on Wednesdays and Thursdays. Please make sure your child keeps their PE kit in school in their locker. We will send it home at the end of the half term or if it gets very dirty!

Spring 1: In the first half term, we will be learning all about dance and fitness.

Spring 2: In the second half term, we will develop tennis skills and take part in a fun fitness unit called 'Step to the beat'.

DT

In this unit, children will learn more about early warning systems to alert people of natural disasters. They will then use a Micro:bit to create their own warning system! Children create a prototype to demonstrate their ideas using the online simulator. Children investigate existing products. Children understand and use electrical systems in their products and apply their understanding of computing to control, monitor and program their Micro:bits. Children make detailed evaluations about their work and consider the views of others to make improvements.

Theme (History/Geography)

Our theme this term is called 'Natural Disasters' and is a geography based unit.

In this unit, children will be able to identify the locations of volcanoes and earthquake epicentres on a world map. They will explain the patterns in activity using geographical vocabulary by describing the movement of tectonic plates. Children will be able to explain the features of volcanoes. They will also learn about the impact and devastation caused to human settlements as a result of an earthquake, including the formation and impact of tsunamis.



Music

Spring 1: In spring 1, we will be identifying the key features and mood of Blues music and its importance and purpose. We will learn the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

Spring 2: In this unit, we will be exploring the associations between music, sounds and colour, composing and, as a class and performing our own musical composition to represent Holi.

Computing

We take part in weekly computing lessons. Throughout the spring term, we will take part in 'Computer programming' masterclass with Miss Conroy. In Spring 1, we will learn all about vector design using Google Drawings and using the software Tinkercad to create 3D designs! In Spring 2, we will write algorithms to program Turtle Logo. We will begin with basic commands and how to repeat these alongside a variable.

Art

Our art lessons are linked to our science topic all about space. In this unit, we will look at the use of art in propaganda as part of the space race and how imagery of the future was popular in the 50s and 60s.

We will explore a range of print and drawing techniques to produce their own vision of the future.

Science - Earth and Space

Knowledge:

- 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, Earth and 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.

Skills:

- Plan different types of scientific enquiries to answer questions including recognising and controlling variables.
- Take measurements using a range of scientific equipment with increasing accuracy and precision.
- Record data in scientific diagrams, keys, tables and graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries in oral and written forms.

RE

We have a weekly RE lesson. In Spring 1, we will investigate the question 'Do religions change or do they stay the same?'.

In Spring 2, we will learn more about Christianity and salvation. We will focus on Easter and Holy Week and think about the question: 'What did Jesus do to save human beings?'

PSHE

We have weekly PSHE lessons. This term, we will be learning all about:

Spring 1- Diversity & Community. In this unit, children begin by exploring their identity, and how their perceptions of it can be affected by the behaviour and attitudes of others. They will consider the ethnic make-up of both the local and national community and the benefits of living in a diverse society. They will develop their understanding of the negative effects of stereotyping and prejudice. They will have the opportunity to explore their place within the school and local community, and the contributions of others, including volunteers and community organisations.

Spring 2- Personal Safety. The unit of work builds on a Protective Behaviours approach. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. They will also consider how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children will learn that each person's body belongs to them.



Spanish

In our weekly Spanish lesson, we will learn all about:

Spring 1 – At the Café: By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.

Spring 2 – Clothes: By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish by colour. Pupils will learn to express what they are wearing in full sentences in different scenarios in Spanish.

Looking for more ways to help at home? Here are some additional things you may wish to practise:

- Continue to build your child's reading stamina and expose them to a variety of texts including fiction, non-fiction and poetry. Have a visit to your local library and ask for recommendations on a wide range of children's books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- See if you can research online or find some books in the library all about volcanoes and extreme weather events.
- Continue to practise times tables using online games or quizzes.
- Use YouTube drawing tutorials to improve your sketching skills
- Explore the free online websites 'Google Drawings' and 'Tinkercad' to make your own 2D and 3D images.



Year 5 weekly homework expectation:

Read with an adult or independently at least 5 times per week. To help record and celebrate children's reading, every child should take their reading diary to and from school each day. Parents, carers and children should use the diary to record when they have read and to communicate with school about their child's progress.

Additional Homework (Optional)

For those parents who wish to further extend their child's learning at home, each class webpage will include the following, which can be accessed at any time to support parents with home-learning:

- Reading Activities – Tasks to help children reflect on the books they've read and develop a love of reading. These can be sent into school and shared during our weekly library sessions. We have included enough activities if you would like to select one per week.
- Spellings – You will find all of the spelling words and rules your child will learn on their class page. These words will constantly be practised and revisited throughout the year including at the start of each lesson. This regular practise will replace our weekly spelling test. You will also have access to the Spelling Shed app for fun, online practice to consolidate their spellings.
- Maths – A selection of key maths concepts to practise at home, plus Times Table Rockstar logins for interactive practice. If your child likes a puzzle or a challenge NRich is an excellent resource with lots of fun and interesting maths investigations.

