

Year 5 Spring Term Curriculum Overview



As Language Specialists we will use fun and exciting stories and non-fiction books to support our learning and read books that are structured in different ways and reading for a range of purposes. We will identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models. We will develop our handwriting so that it is legible, fluent and we will decide whether or not to use joined-up handwriting. We will continue to distinguish between homophones and other words which are often confused and continue to use commas to clarify meaning or avoid ambiguity in writing



As Mathematicians we will interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. We will add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). We will learn to identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. We will recognise mixed numbers and improper fractions and convert from one form to the other. We will solve comparison, sum and difference problems using information presented in a line graph



As Scientists we will compare and group everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. We will discover that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. We will use our knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. We will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. We will be able to demonstrate that dissolving, mixing and changes of state are reversible changes



Across the curriculum

As Historians we will answer the question *What did the Greeks ever do for us?* We will investigate the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.



As Geographers we will explore the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.



As Artists we will create an Ancient Greek frieze. We will explore how line can help to show movement, use charcoal and draw the proportions of the human body. We will also learn about form and work together to produce a clay frieze.



As Athletes we will develop our understanding of the attacking and defending principles of invasion games. We will use skills, strategies and tactics to outwit the opposition and develop our understanding of net and wall games.



As Musicians we will learn to play an instrument - GarageBand (iPad)



As Design Technologists we will investigate labyrinths. We will design, make and evaluate our own labyrinth through which a ball has to be guided to an end point. An electrical system will be included in our product so that a buzzer or light will be activated when the labyrinth has been completed.



As Computer Programmers we will learn to make selections in physical computing. We will learn to create flat-file databases



As Theologians we will discover how faith is expressed in Islam. We will learn about inspirational people from different periods of history and from different cultures. We will discuss why they inspire others.



As Speakers of French we will learn the names of different sports and give our opinions about them. We will also learn to name items of clothing.



In PSHCE we will look at how we live in the wider world; who we belong to a community; Media literacy and digital resilience; Money and work. We will also have weekly Lyfta session where we explore different countries, languages, cultures and lived human experiences from all around the world.

