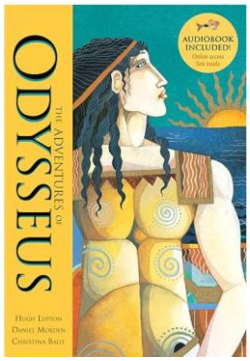
Year 5 - Learning Overview Spring Term 2026

English	Maths
 'The Adventures of Odysseus' by Hugh Lupton Writing this term • Letter • Narrative • Setting description • Balanced argument • Non-fiction • Instructions	• Place value in decimals; rounding • Column addition; • 2-place decimals • Subtract decimal numbers, e.g. money x/÷ by 10, 100, 1000; rounding decimals • Mental and written addition/subtraction • Column subtraction and word problems • Mental addition and subtraction strategies • Deepen understanding of 3-D shapes • Properties of polygons; quadrilaterals • Draw/reflect shapes on co-ordinate grids • Subtraction with decimals, e.g. money • Unit and non-unit fraction problems • Multiply fractions; decimal equivalences • Multiples and factors; mental x/÷ strategies • Short multiplication:

	• 4-digit nos. and money • Short division with • 3- and 4-digit numbers • Recognise, measure and draw angles • Angle theorems; draw angles in polygons **Decimals and Fractions** • Divide by 10/100; 2-place decimals • 1- and 2-place decimals on a line; compare • Add/subtract multiples of 0.1/0.01 • Subtract decimals with 1 or 2 places • Times Tables Rock Stars – Times Tables Rock Stars (ttrockstars.com)
Science	Geography
Properties of Materials • To classify and group materials by their properties, including hardness, transparency and magnetism. • To compare and group various materials based on their properties of thermal insulation and suggest materials that would be suitable thermal insulators. • To investigate whether materials are electrical conductors or insulators. • To explore how some materials will dissolve in water and others will not.	Why do Oceans matter? • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this.

• To explain the differences between reversible and irreversible changes. • To use knowledge of the processes of magnetism, sieving, evaporation and filtration to separate a mixture of materials.	• Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart. •
History	PE
What is the legacy of the Ancient Greek civilisation? • Describe the features of Ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact. 	**Dance** • Pupils can perform accurately and convincingly in character with big bold actions. • Pupils can perform with flow and include a change of level and dynamic. Pupils will consolidate their ability to evaluate their own and others' performances. • Pupils will apply effective decision making as they construct their sequences. • Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance. • Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances. **Hockey** • Pupils will be able to pass, move, dribble, shoot, tackle and block

	accurately and consistently, switching fluidly between attack and defence as possession changes. • Pupils will begin to create and apply tactics that they can then adapt depending on the games situation. • Pupils will develop communication skills as they officiate in game based scenarios. • Pupils will also start to lead their team and manage their games.
PSHE	Computing
Autumn 1: Dreams and Goals • I understand that I will need money to help me achieve some of my dreams • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs • I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. • I can describe the dreams and goals of young people in a culture different to mine. • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship Autumn 2: Healthy Me • I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart	Spring 1: Mars Rover 1 • Identify some types of data the Mars Rover could collect (for example, photos). • Explain how the Mars Rover transmits the data back to Earth and the challenges involved. • Read any number in binary, up to eight bits. • Identify input, processing and output on the Mars Rovers. • Use a column method to add two 8-bit binary numbers. • Relate binary signals (Boolean) to a simple character-based language, ASCII. • Spring 2: Stop-motion animation – Option 1: Stop Motion Studio • Create a toy with simple images and a single movement.

• I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types. • I can describe the different attitudes people have to food and how these can be affected by external influences. • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	• Create a short stop motion with small changes between images. • Think of a simple story idea for their animation and then decompose it into smaller parts to create a storyboard with simple characters. • Make small changes to the models to ensure a smooth animation and delete unnecessary frames. • Add effects such as extending parts and titles. • Provide helpful feedback to other groups about their animations. •
RE	French
Spring 1: What happens when we die (Part 1) • Recognise that many people believe in a soul. • Make links between a soul and eternal life. • Understand there are different Jewish ideas about death. • Consider how forgiveness can be part of someone's beliefs about death. • Make links between Muslim beliefs about Jannah and the historical geography for many Muslims. • Understand that funerals can differ within and between worldviews. • Make links between Christian sacraments and beliefs about death. • Use the word atonement when discussing forgiving sins. • Reflect on the similarities and differences of beliefs held in different worldviews.	Spring 1: My home • Say and write in French whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure chez moi il y a… and chez moi in n'y a pas de/d'… • Use the conjunction 'et' (and) to link two sentences together. Spring 2: Clothes • Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. • Understand more about adjectival agreement when describing the colours of items of clothing.

Spring 2: What happens when we die (Part 2) • Recognise beliefs about the soul being part of God. • Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. • Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation. • Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. • List ways a person can gather karma through actions and experiences. • Suggest ways some Sikh practices and funeral rites may comfort someone experiencing death. • Discuss the meaning of moksha and nirvana, drawing similarities from them. • Consider ways enlightenment can be represented in art. •	• Express what we wear in 4 different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and). • The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. • Language introduced from key Early Language and Intermediate units, in particular 'J'apprends le français'. • The concept of gender and the impact it has on other words in the sentence, such as nouns and adjectives
Music	ART
• To identify and move to the pulse with ease. To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel.	Painting and mixed media: Portraits • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork.

	• Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.
DT	
Textiles: soft toys • Design a stuffed toy, considering the main component shapes of their toy. • Create an appropriate template for their stuffed toy. • Join two pieces of fabric using a blanket stitch. • Neatly cut out their fabric. • Use appliqué or decorative stitching to decorate the front of their stuffed toy. • Use blanket stitch to assemble their stuffed toy, repairing when needed. • Identify what worked well and areas for improvement.	