



Year 5

As readers, we will: Help to nurture a love of reading

-Develop our fluency, automaticity & comprehension skills through daily lessons.

Our class story this term: Clockwork by Philip Pullman

As writers, we will:

-Write for a range of different purposes, developing our knowledge of transcription, composition and grammar, including:

Developing a character and focusing on instructions – 101 things to do to become a superhero... or an evil genius.

Inside the villains – retell a fairy tale and add an additional section to go into the book.

Kensuke's kingdom – write an extended story (own version of chapter 4)

As historians we will learn:

ROMAN BRITAIN

- The Romans invade Britannia
- Caratacus fights back
- Boudicca's revolt against the Romans
- The Roman Town of Aquae Sulis
- Hadrian's Wall and life on the frontier
- Black Romans in Britain

As historians we will learn:

CHRISTIANITY IN THREE EMPIRES

- To the lions! Christians in the Roman Empire
- Emperor Constantine makes big changes
- The Byzantine Empire carries on
- An African empire: Aksum
- A high and holy place
- How Aksum became a Christian state

Welcome Back!

We are very much looking forward to teaching your children during the Spring Term.

The Year 5 Team: Miss Oakenfull, Mrs Stacey and Mrs Short.

SPRING

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As mathematicians we will:

- Continue to extend our knowledge of key instant recall facts, including times tables & number bonds, and apply these in varying contexts.

- Develop our understanding of perimeter and area.

Looking at statistics and developing our understanding of reading and interpreting data.

- Work with fractions; multiplying fractions, finding fraction of amounts and finding the whole

- Extend knowledge of decimals; be able to order, compare, add and subtract

- Apply our knowledge to tackle reasoning questions and problem solving

Key Vocabulary

times tables, number bonds, addition, subtraction, multiplication, division, mental strategies, standard written method, boundaries, place value, fractions, equivalent fractions, fraction of an amount, denominator, numerator, equal parts, decimals, tenths, hundredths, compare, order, data

As scientists, we will learn about:

Properties and changes of materials

Material Magicians

- compare and group together everyday materials on the basis of their properties
- investigate the best electrical and thermal conductors and insulators
- know that some materials dissolve in liquid to form a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated
- explain that some changes result in the formation of new materials

Forces

May the force be with you!

- 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

As geographers, we will learn about:

COASTAL PROCESSES AND LANDFORMS

- Coastal processes: erosion
- Other coastal processes
- Coastal landforms
- The Jurassic Coast
- Coastal habitats: The Indian Ocean
- The coast of west Wales

As geographers, we will learn about:

TOURISM

- Oh! I do like to be beside the seaside
- Types of tourism
- Mountain adventure
- Changing tourism
- Summer in the sun
- Sustainable tourism

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In DT we will learn: About nutrition (Come dine with me). Children will explain complementary flavours, research and design a three-course meal, explain recipe choices, and apply culinary skills and knowledge

In RE we will learn about:

THE LIFE AND TEACHING OF JESUS

- Jesus is baptised and tempted
- The disciples and the Sermon on the Mount
- The miracles of Jesus
- The parables of Jesus
- The transfiguration of Jesus
- Why are these stories important for

In RE we will learn about:

THE DEATH AND RESURRECTION OF JESUS

- Palm Sunday: the entry of Jesus into Jerusalem
- Maundy Thursday: the last supper of Jesus
- Jesus is arrested, condemned and punished
- Good Friday: the death of Jesus on the cross
- Easter: the resurrection of Jesus
- The risen Jesus appears to his disciples

In PSHE we will learn:

- how to set challenging but realistic goals for ourselves
- how to work out the learning steps that are needed to reach a goal and understand how to motivate ourselves
- to identify problems in the world that concern us and talk to other people about them; describe ways that we can help to make the world a better place

PE

During invasion games, we will:

Develop our skills of Tag rugby including: travelling with accuracy, passing a ball backwards and defend the opposing team. Developing our skills of basketball including; selecting an appropriate angle and range for a pass, defending opponents and recalling the features of a successful basketball shot.

As gymnasts, we will:

- Develop our partner sequences and develop a short sequence.

As dancers, we will:

- Be using stories and sounds from WW2 to create a sequence of moves

As artists, we will:

Explore sculpture and 3D

- to analyse how art can explore the concept of self
- to explore sculptural techniques
- to use creative experience to develop ideas and plan a sculpture
- to apply an understanding of materials and techniques to work in 3D
- to problem solve, evaluate and refine artwork to achieve a chosen outcome

In French we will:

- Develop our understanding of phonics, grammar and vocabulary by exploring saying what I and others do, saying how many and

As musicians, we will:

- Look at the history of the Blues, playing chords and learning the Blues scale

In computing we will: be looking at Data and information. This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.



Jigsaw knowledge and skills progression: Dreams & Goals Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Dreams & Goals Puzzle (unit of work) including some of the new key vocabulary used in each year group and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed or be taught in a different year group.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> • What are your dreams and goals? • Why might you need money to help you achieve your dreams and goals? • What jobs are you interested in doing when you are a grown-up? • Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own? • Shall I share with you what my dreams and goals were when I was at school? • What are the differences and similarities between you and someone from a different culture? • How does Jigsaw Jerrie Cat help you pause and reflect? • Does Calm Me time have a positive effect on you?
<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>			
<p>New key vocabulary that may be introduced: Lifestyle, job, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support, rallying, difference.</p>			