



YEAR 5 – SPRING TERM 2026

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.

Encounter - Learning about life

Reflection - Learning from life

Respond - Putting into action what we believe



Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading: Read, discuss and answer questions on a wide range of texts in whole class reading; inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; read and retrieve relevant key information from a range of fiction and non-fiction texts.

Writing

Non-fiction: Explore and use the different features and sentence structures of biographies, and apply these to independent writing; explore the use of features such as expanded noun phrases, prepositional phrases, adverbials of time and place, technical language, layout features. Explore and use different sentences structures to write biographical texts about significant figures.

Poetry: Explore and analyse features used in the poetry; use different poetic features in writing, such as: precise verbs, repetition, setting description, similes, onomatopoeia, hyperbole and metaphor.

Grammar, punctuation and spelling: Use a range of grammatical features within writing, including: adverbials phrases, relative clauses, short sentences for impact, complex sentences using subordinating conjunctions; use a wider range of punctuation in writing, including parenthesis, inverted commas, commas to clarify meaning, dashes and hyphens; Explore spelling patterns and rules: including silent letters, prefixes and suffixes, homophones, irregular plurals.



Achieve goals, expand vocabulary.
Achieve goals, expand vocabulary.



Mutual respect for the achievements of others.
Mutual respect for the achievements of others.

MATHS

- Learning multiplication up to 4 digit numbers by 2 digit numbers, and division of 4 digit numbers by 1 digit numbers.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read, write, order and compare numbers with up to 3 decimal places
- Round to 1 decimal place.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles and estimate the area of irregular shapes
- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables



Understanding of maths vocabulary.
Using maths within real-life contexts.

SCIENCE

- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Describe the movement of the Earth relative to the sun and describe the movement of the Moon relative to the Earth
- Describe the differences in the life cycles of a mammal, amphibian, insect and bird
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop into old age
- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic



Scientific vocabulary



Diversity of the natural world.
Mutual respect in collaborative group work.

MFL

Los Planetas

· Explore vocabulary to describe planets from the solar system .

La familia


· Develop existing vocabulary to describe and introduce family members.

La Pasqua

· To explore Spanish traditions at Easter.

- Translate the Easter story from Spanish to English using visual, written and contextual clues

  *Intercultural understanding*

 *Vocabulary associated with clothes and Easter*

PE

Basketball

Team communication, movement, ball control under pressure, defensive skills, tactics, fairness, adaptability.

Dodgeball

Aiming and throwing, dodging, catching and blocking, developing tactics, teamwork, communication.

Gymnastics

Sequences with apparatus, warm-ups, collaboration, feedback, criteria-based judgments, safety, strength, flexibility.

Football

Team communication, movement, control under pressure, decision-making, tactics, defence, fairness, adaptability..

Achieving goals and having mutual respect



RE

Belonging

· Express a personal response to the concept of *belonging*, and give examples of how *belonging* might affect their own lives and those of others.


· Describe how *belonging* is important to Muslims.


- Trip to Birmingham Central Mosque.

Salvation

· Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

 *Evaluate impact of sacrifice in own lives and the world today.*

 *Deepen understanding of Christianity. Vocabulary associated with Gospel and Salvation.*



MUSIC

Blues

- The genre of music and its history
- Learning to identify the key features and mood of Blues music
- 12-bar Blues and the Blues scale
- Creating an improvised piece with a familiar, repetitive backing.
 - **South and West Africa**
Learn 'Shosholozo', a traditional South African song,
- Play the accompanying chords using tuned percussion
- Learn to play the djembe.



Music vocabulary

DT – Food

Celebrating culture and seasonality by making healthy burgers and side dishes to explore new flavours for themselves.

Exploring Mexican culture and food linked to celebrations



ART

Making Monotypes

- Explore the technique of making monotype prints.
- Use monotype printing to produce pieces of visual poetry.
- Study the work of artists such as Kevork Mourad



Explore the work of different artists. Develop personal skills in printing.

PSHE

Keeping myself safe

- Recognise that there are positive and negative risks.
 - Demonstrate strategies to deal with both face-to-face and online bullying.
 - Identify risk factors in a given situation and consider outcomes of risk taking.
- ### Rights and responsibilities
- Identify, write and discuss issues currently in the media concerning health and wellbeing.
 - Define the differences between responsibilities, rights and duties.
 - Define the terms loan, credit, debt and interest.



Risk taking
Understanding our human rights

COMPUTING

Programming – Selection in physical computing

Learners will use the Crumble programming environment and microcontroller to explore selection in programming, creating algorithms with conditions and designing a fairground carousel model demonstrating selection and component control.

Data and information – Flat-file databases

Learners will organize data using flat-file databases, analyse data with tools, create graphs and charts, and explore real-life databases via the J2e platform on any digital device.



Develop personal computing skills and understanding of galleries from around the world.

HISTORY

How were the Mayans more or less advanced than Britain in 900 AD?

A non-European society that provides contrasts with British history.

Mayan Civilization c. AD 900. Contrast to Vikings and Anglo-Saxons.



Intercultural understanding
Comparing Maya society to British society



Maya worship and beliefs



GEOGRAPHY

How were the Mayans more or less advanced than Britain in 900 A.D.?

How did the geography of C. America affect the Mayan civilisation?

- Locate countries of Central America (linked to the Maya), concentrating on environmental regions, key physical/human characteristics, countries & major cities.
- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied..
- Physical geography: climate zones, biomes and vegetation belts.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Environmental impact and sustainability

