 HALF TERMLY CURRICULUM OVERVIEW Spring term (1) 2025 Year 5 Skill for Success – Responsibility

Week 1 2 3 4 5 6

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| **DATE** | **06/01/25** | | **13/01/25** | | **20/01/25** | **27/01/25** | **03/02/25** | | **10/02/25** |
| **Events** |  | |  | |  |  | Children’s Mental Health Week | | 10/02/25 & 12/02/25 parent consultations 11/02/25 Safer Internet Day  12/02/24 Garden day |
| **Visits and Visitors** |  | |  | | Walk to moors/town – Geography/Science |  |  | |  |
| **English** | **Aesops fables** – How the Whale became. To write a new animal creation story in a similar style. This should involve dialogue to convey character | | | | | **Biography – Alexander Calder** -Express time, place and cause using conjunctions, adverbs and/ or prepositions. | | | |
| **No nonsense spelling** | Use of apostrophes  Words from personal and statutory words lists  Rare GPCs (*bruise, guarantee,immediately, vehicle, yacht*) | Rare GPCs: dictation  Words ending in ‘–ably’ and ‘–ibly’ | | | Homophones (*led/lead, steel/steal, alter/altar)*  Strategies for learning words: words from statutory and personal spelling lists | Strategies for learning words: words from statutory and personal spelling lists  Proofreading: checking from another source after writing | Building words from root words  Strategies for learning words: words from statutory and personal spelling lists | Words with the /i:/sound spelt ‘ei’ (usually after ‘c’ – for example, *ceiling*)  Strategies for learning words: words from statutory and personal spelling lists | |
| **Books for Life** | **Tom’s Midnight Garden**  **How the Whale became (Aesops Fable)** | | | | | | | | |
| **Maths** | **Area and scaling (5 weeks)**  Pupils explain what area is and can measure using counting as a strategy  Pupils explain how to make different shapes with the same area  Pupils calculate the area of rectilinear shapes  Pupils compare and describe lengths by using their knowledge of division | | | | | | | | **Calculating with decimal fractions**  Pupils explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers |
| **Science**  **Rocks** | We are learning about the rock cycle | | We are identifying different types of rocks | | Classifying rock types. | Understanding how fossils are formed. | Exploring and understanding Mary Annings discovery. | | Investigation into permeable rocks |
| **DT**  **Shell structures** | We are learning how 3D structures are used in everyday life. | | We are learning how to make a simple shell structure. | | We are learning how to make a complex shell structure. | We are following a design brief to design a shell structure. | We are following a design to make a shell structure. | | We are learning how to evaluate our design. |  | Investigation - What muscles are used when running the daily mile? |
| **Geography**  **human and physical geography** | Exploring human and physical features from countries around the world | | I know the difference between human and physical features and can give examples from a range of countries. | I can use a map to identify physical features in each country. For example, rivers, mountains, and capital cities. | | I can identify human features in a range of countries. | I can compare human and physical features, explaining the differences between both. | | End of sequence quiz |
| **Computing-**  **Programming**  **Online Safety- Managing information online** | I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. | | To control a simple circuit connected to a computer  I can create a simple circuit and connect it to a microcontroller  I can program a microcontroller to make an LED switch on  I can explain what an infinite loop does | To write a program that includes count-controlled loops  I can connect more than one output component to a microcontroller  I can use a count-controlled loop to control outputs  I can design sequences that use count-controlled loops | | To explain that a loop can stop when a condition is met  I can explain that a condition is either true or false  I can design a conditional loop  I can program microcontroller to respond to an input | To explain that a loop can be used to repeatedly check whether a condition has been met  I can explain that a condition being met can start an action  I can identify a condition and an action in my project  I can use selection (an ‘if…then…’ statement) to direct the flow of a program | | To design a physical project that includes selection  I can identify a real-world example of a condition starting an action  I can describe what my project will do  I can create a detailed drawing of my project |
| **French** | I can understand some animals in French | | I can recognise animal nouns in plural | I can say what animals I have | | I can tell someone what my favourite animal is | I can listen and join in a story about animals | | I can use a model to write a simple story about animals |
| **Music-**  **Musician of the month-**  **January-** Gustav Holst  **February-** Destiny's Child | Listen and appraise make you feel my love, vocal warm up and games. Learn to sing and perform song. | | Instrumental games – find the pulse, copy the rhythm, find the beat | Instrumental games – find the pulse, copy the rhythm, find the beat | | Learn and perform the song – let you feel my love by Adele | Learn and perform the song – let you feel my love by Adele | | Learn and perform the song – let you feel my love by Adele |
| **PE – Tri-Golf** | To explore different techniques when aiming at a target | | To be able to hit a target with accuracy and control using a wedge and a putter | To explore technique when aiming over a short distance | | To explore aiming over a long distance | To be able to apply the skills I have learnt through a variation of challenges across a golf course | | |
| **PE Indoor Skills- Cognitive** | In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. | | | | | | | | |
| **Personal, Social, Health Economic and Relationships** | **Think about how the things you do affect others**  Children can explain the meaning of the word  Children are able to give examples of:  when they would see it in action  when they would need to use it  how they can develop their ability | | Understand the principles of planning and preparing a range of healthy meals. | Know the facts about screen time and the effect of blue light from screens  Responsible use of mobile phones and safer user habits (time limits, turn off at night, leave out of bedroom) | | Describe strategies for safe and fun experiences in a range of online social environments (e.g. live-streaming, gaming platforms).  Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups). | Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources.  To realise the nature and consequences of discrimination, use of prejudice-based language, ‘trolling’, how to respond and ask for help. | | Know the facts about legal and illegal substances risks, including smoking and alcohol use.  Understand that some substances and drugs are restricted and some are illegal to own, use and give to others. |
| **RE –**  What is it like for someone to follow God? | Which information about Bible stories can we get from different types of texts? | | What can we say about Noah from reading the biblical story? | What is the link between the story of Noah and the idea of covenant?  What are the links between the story of Noah and how many Christian people live? | | What is the link between a Christian wedding ceremony and the idea of covenant? | Did Abram show he trusted in God? | | Is it always easy for Christians to try to follow God? |
| **Garden Days** |  | |  | . | |  |  | | 12/02/24  Designing and making human features (landmarks etc)  Exploring rocks – which rocks work best and why? Build a dam using types of rocks |