

# Termly Curriculum Overview

## Year 5 – Spring Term 2026



**Shottermill  
Junior School**

Area of the Curriculum	Learning Experiences
<b>English</b>	<ul style="list-style-type: none"><li>• Recap word classes- verbs, nouns, adverbial phrases, relative clauses.</li><li>• Use prepositional phrases to add to descriptive sentences.</li><li>• Subordinate clauses including to start a sentence.</li><li>• Modal verbs.</li><li>• Character description: developing character and moving action forward through use of dialogue.</li><li>• Using complex punctuation: inverted commas, brackets and commas for parenthesis.</li><li>• Poetry – The Way through the Woods</li><li>• Non-chronological report - International Space Station</li><li>• Narrative – Inside a Black Hole</li><li>• Biographies – refugees</li><li>• Diary entries – The Boy at the Back of the Class.</li><li>• Informal letter writing – The Boy at the Back of the Class.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Multiplication and Division – Multiplying and dividing using formal written methods, including short division with remainders. Using these written skills to multiply and divide efficiently and solve problems.</li><li>• Fractions – Multiplying fractions by whole numbers and calculating fractions of amounts.</li><li>• Decimals and Percentages - Adding decimals to two decimal places. Understand the place value of decimals. Read, write and order decimals to three decimal places. Round decimals to 1 decimal place and the nearest whole number. Understand the link between fractions, decimals and percentages.</li><li>• Area and Perimeter - perimeter of rectangles, perimeter of rectilinear shapes, area of rectangles, area of compound shapes, area of irregular shapes.</li><li>• Statistics – Interpret charts, comparison of sum and difference, read and interpret line graphs, two way tables and timetables.</li><li>• Continue to practise and learn times tables.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Earth and space – Find out about the solar system including the planets in it. Know how the Earth’s orbit around the Sun creates the seasons. Learn about how day and night occur.</li></ul>

	<ul style="list-style-type: none"> <li>Scientific skills including fair-testing and repeating investigations to validate results.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>E-safety - How to stay safe when playing games online.</li> <li>How the internet works – understand how computers connect forming a web.</li> <li>Sketch Up – using software to create a 3D model of a house.</li> </ul>
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>An Art Journey into Space - using a variety of media and techniques to create space inspired artwork.</li> <li>Artist focus: Peter Thorpe.</li> </ul>
<b>Design &amp; Technology</b>	<ul style="list-style-type: none"> <li>Soup making – investigate different soups and design a recipe for a specified group. Prepare and make soup.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots - Understand why the Anglo-Saxons invaded Britain. Test a simple hypothesis about where the early Anglo-Saxons lived and how we know.</li> <li>Britain’s settlement and invasion by Vikings. An investigation into why their long ships were so successful.</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>In the town (features, adjectives, position and directions).</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Spring – The Journey to Space</li> <li>Develop knowledge of Digital Audio Workstation (DAW) in order to later in the term, create a composition entitled ‘Journey to Space’.</li> <li>Learning to layer tracks within the DAW and using the elements of music to create different effects.</li> <li>Study Holst’s Planets as well as Hans Zimmer electronic music.</li> <li>Work on their class compositions at home, as well as in school and peer assess performances</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Mission to Mars – astronaut training – Fitness and circuits in preparation for being an astronaut.</li> <li>Gymnastics – developing sequences using jumps, rolls and the apparatus.</li> <li>Basketball - adapting and improving invasion games skills and understanding and becoming more tactically aware in the game.</li> <li>Tennis - improving techniques and adapting them with more precision in game style activities.</li> </ul>
<b>Religious Education</b>	<p><u>What helps Muslims to live a good life?</u></p> <ul style="list-style-type: none"> <li>To explore the key beliefs and practices of Islam through investigating the five ‘pillars’.</li> <li>To reflect on how the pillars of Islam affect the way that many Muslims live their lives.</li> </ul> <p><u>Why is the idea of rescue so important to Christians – and how does the Bible show this?</u></p> <ul style="list-style-type: none"> <li>To build on knowledge of the Christian ‘metanarrative’ (‘big story’) of God and his relationship with people, which most Christians believe spans all time, from Creation to the Second Coming.</li> <li>To explore narratives connected with some key events across the whole of God’s ‘big story’, searching for clues relating to salvation as his ongoing rescue plan for humankind.</li> </ul>

	<ul style="list-style-type: none"> <li>• To make links with the Easter narrative.</li> </ul>
<p><b>Personal, Social, Health &amp; Economic Education</b></p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>• I can compare my hopes and dreams with those of young people from different cultures.</li> <li>• I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</li> </ul> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> <li>• I can explain different roles that food and substances can play in people's lives.</li> <li>• I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</li> <li>• I can summarise different ways that I respect and value my body.</li> </ul>