

Year 5
Spring Term 2025/2026 - Our Learning



Curriculum Overview - Year 5

<p style="text-align: center;">English Reading</p>	<p>Street Child by Berlie Doherty (Curriculum Link: History - Victorian London) Summary: When his mother dies, Jim is left all alone in London. He is sent to the workhouse but quickly escapes, choosing a hard life on the streets of the city over the confines of the workhouse walls. Struggling to survive, Jim finally finds some friends...only to be snatched away and made to work for the remorselessly cruel Grimy Nick, constantly guarded by his vicious dog, Snipe. Will Jim ever manage to be free?</p>
	<p>A Midsummer Night's Dream by William Shakespeare (retold by Andrew Mathews) Summary: Set in Athens, Ancient Greece, this play is one of Shakespeare's most popular comedies, telling tales of magic, love, trickery and confusion. Shakespeare brings together two worlds: the human world of Athens and the fairy world of the woods outside the city. When four young Athenians find themselves lost in the woods, trouble brews for both worlds!</p>
	<p>Boy in the Tower by Polly Ho Yen Summary: <i>'When they first arrived, they came quietly and stealthily as if they tip-toed into the world when we were all looking the other way'.</i> Ade loves living at the top of a tower block. From his window, he feels like he can see the whole world stretching out beneath him. His mum doesn't really like looking outside - but it's going outside that she really hates. She prefers to sleep all day inside their tower where it's safe. Except it isn't anymore. Strange plants have started to take over and the tower blocks are falling down around them. Now Ade and his mum are trapped and there's no way out....</p>
<p style="text-align: center;">English Writing</p>	<p>Narratives: Biography, Poetry exploring form, Synopsis, Playscripts This term we are focusing on writing a biography linked to our History unit of Victorian London and, in response to reading Street Child in Guided Reading lessons, we shall further research Dr. Barnardo before drafting, editing and publishing a biography. We will aim to use and apply skills acquired in last term's biography writing. We will continue to explore the world of Shakespeare. Having read an abridged version of 'A Midsummer Night's Dream' this term during Guided Reading lessons, we will begin by writing a synopsis of the story before writing our own scene, using organisational and presentational conventions of playscripts. After that, we will turn our attention to poetry, where we will be exploring different forms, including haikus and cinquains, and writing our own poems.</p>

Art, Geography and History

Art

Art Strand: The Natural World: Painting, Printing and Sculpture (Curriculum Link: Victorian London)

In this unit we develop our curiosity through the window of nature, drawing our own wallpaper design inspired by the designer Laura Ashley and artist William Morris. We investigate the relationship with nature, plants, birds and household furnishings. We look closely at the artwork of Mike Godwin, sketching and creating acetate monoprints of garden birds, using different surfaces and annotating completed prints. We will use our initial designs from our sketchbooks to create a contour bird drawing in the style of the sculptor Cathy Miles. We independently recognise problems and adapt our work when necessary, taking inspiration from other sculptures. We use mixed media, wire, tissue paper and cork to create a 3D design of our birds, understanding how to finish work to a good standard. Finally we evaluate our project and see design and making art for different purposes, for example, interior design links to how this works in the creative industries.

Geography

Map Skills Using Four and Six Figure Grid References and OS maps

We continue to develop our understanding of longitude and latitude and develop our mapping skills in this unit, learning how and why we use four and six figure grid references. We learn to describe locations and landmarks precisely in our local area and further afield, using both paper maps and digital maps.

History

The Victorians and their impact on the local area

We start by revisiting Charles Dickens, and looking at what his London was like. Then we move on to find out about Isambard Kingdom Brunel and his role during the Industrial Revolution, as well as his links to our local university. Using our reading of Street Child to deepen our understanding, we will then turn our attention to what life would have been like for children during Victorian times. After exploring crime and punishment, we will find out about hospitals and workhouses before honing in on our local area, studying different censuses to help us to understand the impact of changes during and since the Victorian era.

STEM Subjects: Mathematics, Science, Design Technology and Computing

Mathematics

Fractions and decimals, Angles, Fractions and percentages, Transformations (including coordinates)

In addition to the topics detailed above, we also continue to develop our arithmetic skills, fluency and verbal reasoning skills.

<p>Science</p>	<p>Properties and Changes in Materials</p> <p>We learn about the properties of different types of materials (such as magnetic, reflective, permeable and transparent) and how to compare materials using these properties. We also learn about thermal and electric insulators and conductors, dissolving, separating mixtures and changes that are irreversible. We enjoy a wide range of hands-on experiments as we use our scientific skills to investigate the properties of, and changes to, different materials.</p>
<p>Design Technology</p>	<p>Mechanisms (Curriculum Link: History - Victorian London; Science - Forces)</p> <p>Linking with our history work on the Victorians and Isambard Brunel, we develop our practical skills by exploring pulleys and gears and their applications. We will design and make our own pulleys and gears products, selecting and using a variety of modelling materials. This develops our understanding of the mechanisms we need to be able to lift large and heavy objects, which first started to be developed during the Victorian times. By the end of this unit, children are encouraged to think creatively to answer the hypothetical question: <i>How can we lift a car onto a roof?</i></p>
<p>Computing</p>	<p>Creating Media - Vector Drawings</p> <p>In this unit, we find out that vector images are made up of shapes. We learn how to use the different drawing tools and how images are created in layers. We explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. We investigate advantages of creating vector drawings rather than other forms of images - for example, in the use of logo images, where individual parts of the image can be manipulated separately. We also explore opportunities to use these skills in future careers, such as graphic design.</p> <p>Creating Media - Photo Editing (Curriculum Link: Personal Development - Celebrating Differences)</p> <p>We develop our knowledge of digital images and how these can be changed and edited, and how they can then be resaved and reused. We consider the impact that editing images can have using adverts and other media we have been exposed to. We learn how images can be manipulated in order to achieve a certain goal. Sometimes this is for practical reasons or to change people's opinion. This links with Personal Development lessons, teaching us that everyone is different and that there is no normal. This unit progresses our knowledge and understanding of digital photography and using digital devices to create media.</p>

Personal Development

Personal Development	Dreams and Goals We discuss our hopes for the future and compare these with young people from different cultures. We investigate different jobs and careers and how we can be supportive of each other.
	Healthy Me (Curriculum Link: Animals including humans) We learn about the roles that food and substances can play in people's lives. We learn how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. We also learn about emergency first aid, including knowing where to get help and staying calm in emergency situations.
Foreign Languages, Music, Physical Education and Religious Education	
Foreign Languages (German)	Fairy Tales and the Brothers Grimm We are introduced to familiar fairy tales in German, focussing on the work of the Brothers Grimm, looking at how to explore a more complex text in German, looking at verbs, using dictionaries and developing our listening skills. We then move on to the story of 'The Musicians of Bremen,' using our detective skills to work out the key points of the story. We have the opportunity to read, rehearse and act out play scripts of this story in class and perform to another class, having memorised the script in German. Finally we evaluate our performances and reflect on how performing a play in another language has made us feel. Germans links with Victorian Britain We research the influence of German-speaking scientists on Victorian and modern Britain and some of the important characters in Germany at the time.
Music	We enjoy music lessons from specialist music teachers from the <i>Sing Education</i> . Further information about <i>Sing Education</i> can be found here: Sing Education This term we explore: <ul style="list-style-type: none">• Pop Music 1: Arrangements and Improvisation• Creating Music for Film and TV

Physical Education	Swimming: This term, we enjoy taking part in two weeks of swimming lessons at Uxbridge pool. We learn to safely get into the pool, develop confidence at being in and under the water and learn the correct swimming strokes both going forwards and backwards. If necessary, we have swimming aids to help us. We also take part in games involving retrieving swimming resources and finish our swimming unit by swimming in the pool in our pyjamas!
	Basketball In basketball they will develop their dribbling skills, changing directions and speeds under pressure. They will look at the variety of passes they can play and the correct technique to shoot. They will enhance their game play and decision making skills to use tactics successfully.
	Dance Pupils will learn to create dances using different levels, speeds, travel and shapes. They will work as individuals, pairs and groups to consolidate previous knowledge and skills taught. They will perform their dances in front of an audience and be able to give and receive feedback.
	Real PE Unit 1: Cognitive In this unit pupils practise the fundamental movements skills of coordination (footwork) and static balance (stance). Through fun games they learn to use awareness of their space and others to make good decisions. They will be able to judge their performance against a set criteria to develop ways to improve on their performance.
	Netball In netball they further develop their passing skills, using a range of passes effectively when under pressure. They will enhance their game play and decision making skills to use tactics successfully. They will be able to shoot from different angles and implement this into a game.
Religious Education (RE)	Christianity: Easter Key Question: How significant is it for Christians to believe that God intended Jesus to die? We learn to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.