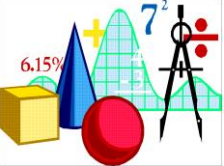










Curriculum Leaflet – Spring Term One

Subject	What we will be learning about
<b>Writing</b> 	<ul style="list-style-type: none"> <li>• Biography.</li> <li>• Third Person Stories Set in Another Culture.</li> <li>• Formal Letters of Application.</li> <li>• Playscripts – Shakespeare Retelling.</li> </ul>
<b>Reading</b> 	<ul style="list-style-type: none"> <li>• The unit is set in the context of the following texts - A Midsummer Night's Dream, I Am Not a Label and Boy in the Tower.</li> <li>• Comparison, retrieval and authorial intent.</li> <li>• Prediction, retrieval and a personal response.</li> </ul>
<b>Maths</b> 	<ul style="list-style-type: none"> <li>• Graphs – reading tables and line graphs.</li> <li>• Fractions – comparing and ordering, adding, subtracting and multiplying.</li> <li>• Decimals – reading and writing, adding and subtracting and rounding.</li> </ul>
<b>Art</b> 	<ul style="list-style-type: none"> <li>• In this block, pupils will develop their textile and collage skills.</li> <li>• Explore the effects that can be arranging strips of paper to resemble a sketch.</li> <li>• Explore how wet or dry watercolour reacts when applied to fabric.</li> </ul>
<b>Science</b> 	<ul style="list-style-type: none"> <li>• In this unit, we will be conducting investigations into forces of nature involving gravity, friction and water resistance.</li> <li>• Identifying the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Understanding that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>• Taking measurements and presenting findings from enquiries.</li> </ul>
<b>Music</b> 	<ul style="list-style-type: none"> <li>• In this block, pupils will develop their ability to read musical notation.</li> <li>• Learn to play the music they read on electric keyboards.</li> </ul>
<b>PE</b> 	<ul style="list-style-type: none"> <li>• P.E. lessons will take place on <b>Friday afternoons</b>. Please ensure that you child has the correct kit for both indoor and outdoor use as weather permitting, the children will spend some of their lesson outside partaking in contact sports.</li> </ul>
<b>Design and Technology</b> 	<ul style="list-style-type: none"> <li>• In this unit, we will investigate the question 'Which fabric is ideal for creating a functional and hardwearing lunch bag?'</li> <li>• Following the design cycle, children will research, design, make and evaluate a lunch bag.</li> </ul>
<b>RE</b> 	<ul style="list-style-type: none"> <li>• This half term we will be exploring the big question, 'What would Jesus do? Can we live by the values of Jesus in the twenty-first century?'</li> <li>• What is the importance of the value of love? How did Jesus teach his followers to love?</li> <li>• What do Jesus' parables about forgiveness teach to Christians today?</li> <li>• How do Christians try to follow Jesus' teaching on justice and fairness?</li> </ul>

<b>History</b> 	<ul style="list-style-type: none"> <li>In this unit, we will compare the Golden Age of Islam with Anglo-Saxon Britain.</li> <li>Explore similarities and differences between two societies.</li> <li>Explore the significance of the city of Baghdad.</li> </ul>
<b>Geography</b> 	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> </ul>
<b>PSHE</b> 	<ul style="list-style-type: none"> <li>I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals.</li> <li>Understand that I will need money to help me achieve some of my dreams.</li> </ul>
<b>French</b> 	<ul style="list-style-type: none"> <li>Friends and Family</li> <li>Use the correct definite/indefinite articles.</li> <li>Write sentences using avoir and etre.</li> <li>Describe family members.</li> </ul>

Home Learning	You can help at home by
<b>Spellings</b>	<ul style="list-style-type: none"> <li>Practising my spellings with me and ensuring I 'turn in' my spelling sentences each week.</li> <li>They will be handed out each Monday.</li> <li>They will be tested each Friday.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Practising my times tables with me.</li> <li>Play Hit the Button online.</li> <li>Accessing BBC Revise Wise and play games associated with the learning that has taken place in class over the week.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Reading with me at least 4 times per week - although Y5 are older, it is still nice to listen to them read. Check for fluency and accuracy as well as intonation and expression.</li> <li>Completing Boom Reader 3 -4 times a week.</li> <li>Making sure that I change my book in the class library when I am ready to.</li> </ul>
<b>Homework Project</b>	<ul style="list-style-type: none"> <li>Please see the Science Homework Project leaflet on our class page.</li> <li><b>The deadline is Monday 2<sup>nd</sup> February 2026.</b></li> <li>Making sure that I start my research for the project in plenty of time and that I make a start sooner rather than later.</li> <li>Making sure that I bring my project into school by the deadline.</li> </ul>

