

Half Termly Planning

Year 5 – Spring 2 2025 - 2026



The Vikings & Anglo-Saxons

Value		Respect		
No Outsiders		The Cow who climbed		
Educational Visits and Enrichment Experiences		Tatton Park		
Subject		National Curriculum Objective		
English	Myths and Legends	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>Identify key and legends.</p> <p>Identify the audience and purpose of a myth/legend.</p> <p>Describe the difference between myths and non-fiction writing.</p> <p>Use a range of sentence structures to create cohesion across their writing.</p>	<p>features of myths and legends in comparison to other pieces of writing.</p> <p>To use adverbials at the beginning of sentences to build cohesion within writing.</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the correct punctuation for contractions.</p> <p>To use a thesaurus.</p> <p>To use relative clauses to add extra information to nouns.</p> <p>To use modal verbs to indicate the degree of certainty.</p>



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	<p>2/3 Newspaper recount</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>Identify the key features of a newspaper report. Identify the audience and purpose of a newspaper report. Know the 5Ws that should be included in an introduction. Know the difference between direct and reported speech. Effectively plan writing using modals to inform their own writing.</p>	<p>Include parenthesis in their writing. Use the 5Ws when writing an introduction. Explain the difference between direct and reported speech. Use the correct punctuation to indicate direct speech. Convert direct speech to reported speech. Use a dictionary to check spellings are correct. Use organisational devices to correct structure a newspaper report. Use formal language in a newspaper report. Edit their writing by proposing changes to vocabulary, grammar and punctuation.</p>
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	4-5 Kennings	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform, showing</p> <p>understanding through intonation, tone and volume so that the meaning is clear</p> <p>to an audience.</p>	<p>Poetry: Kennings</p> <p>Know what a Kenning poem is. Understand their history and relate it to Vikings and Anglo Saxons.</p> <p>Write and perform their own Kenning poems.</p>	<p>Use appropriate intonation, volume and movement whilst performing their poetry to others.</p>
SPaG / Phonics	1	Spell some words with 'silent' letters [for example, knight, psalm, solemn].	To know how to spell words with silent letters.	To spell words with silent letters.
	2	Use further prefixes and suffixes and understand the guidance for adding them.	To know how to spell words ending in -ant and -ent.	To add the suffixes -ant and -ent.
	3	Use further prefixes and suffixes and understand the guidance for adding them.	To know how to spell words ending in -ance/ancy and -ence/ency.	To add the suffixes -ance/ancy and -ence/ency.
	4	Continue to distinguish between homophones and other words which are often confused.	To know how to spell homophones and near homophones.	To spell homophones and near homophones.
	5	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	To know how to spell words from the Y5 National Curriculum.	To apply different strategies to spell words from the National Curriculum.
Guided Reading	Weekly	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop positive attitudes to reading and understanding of what they read.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p>	<ul style="list-style-type: none"> • 2a give / explain the meaning of words in context • 2b retrieve and record information / identify key details from fiction and non-fiction • 2c summarise main ideas from more than one paragraph • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2e predict what might happen from details stated and implied • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text 	

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		<p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>		
Maths	1 2 3	<p>Fractions</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p>	<p>Fractions</p> <p>To know how to multiply unit and non-unit fractions by integers.</p> <p>To know how to multiply mixed numbers by integers.</p> <p>To know how to find fractions of amounts and find the whole from an amount.</p>	<p>Fractions</p> <p>To multiply fractions and mixed numbers by integers.</p> <p>To find fractions of amounts and the whole from a given amount.</p>
	3 4 5	<p>Percentages & decimals (linked to fractions)</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places</p> <p>Read and write decimal numbers as fractions</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	<p>Percentages & decimals (linked to fractions)</p> <p>To recognise decimals up to 2 decimal places.</p> <p>To know how convert between decimals and fractions.</p>	<p>Percentages & decimals (linked to fractions)</p> <p>Use place value counters and a place value grid to make numbers up to two decimal places. Read and write decimal numbers and understand the value of each digit.</p>



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		<p>Solve problems involving number up to three decimal places</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</p> <p>Solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Understand thousandths. Understand thousandths as decimals.</p> <p>Rounding decimal numbers.</p> <p>Order and compare decimals with up to three decimal places. Understand percentages as parts of a hundred and use % symbol. Represent percentages as fractions (using the denominator 100) and decimals. Equivalent fractions, decimals and percentages.</p>	<p>Show understanding by partitioning decimal numbers in different ways.</p> <p>Use concrete and pictorial representations of fractions to convert into a decimal to make links between fractions and decimals.</p> <p>Explore the relationship between tenths, hundredths and thousandths with concrete and pictorial representations. Can represent decimals in different ways. Can round decimal numbers to the nearest whole number and to the nearest tenth.</p> <p>Explore different representations of percentages as parts of a hundred.</p> <p>Recognise percentages, decimals and fractions as different ways of expressing proportion. Recognise simple equivalent fractions and represent them as decimals and percentages. Use bar models and hundred square to support their understanding and show equivalence.</p>
	5	<p>Perimeter and Area</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p>	<p>Perimeter and Area</p> <p>To know the difference between perimeter and area.</p> <p>To know how to find the perimeter of different shapes.</p> <p>To know how to find the area of different shapes.</p>	<p>Perimeter and Area</p> <p>To find the perimeter of different shapes.</p> <p>To find the area of different shapes.</p> <p>To estimate the area of different shapes.</p> <p>To compare the area of different shapes.</p>



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Science	1-5	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>To know that a force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.</p>	<p>Can demonstrate the effect of gravity acting on an unsupported object. Research how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Measure taking repeat readings.</p>
		<p>To know that air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object.</p>	<p>Can give examples of friction, water resistance and air resistance.</p> <p>Can give examples of when it is beneficial to have high or low friction, water resistance and air resistance. Investigate the effect of friction in a range of contexts.</p> <p>Investigate the effects of water resistance such as dropping objects in water. Investigate the effects of air resistance such as making spinners or parachutes.</p> <p>Measure taking repeat readings.</p>	
		<p>To know that a mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting force moves a small distance, eg a crowbar or bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.</p>	<p>Can demonstrate how pulleys, leavers and gears work. Make a product that involves a lever, pulley or gear.</p>	
RE	<p>1</p> <p>2</p> <hr/> <p>3</p> <hr/> <p>4</p>	Cheshire Scheme – Christianity	<p>Evaluate how Christians around the world celebrate the good</p>	<p>I can explain how religious sources are used to provide answers to important</p>



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	5	<p>Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation.</p>	<p>news of Jesus at Christmas. (Incarnation)</p> <p>Explain how the life of Jesus was a sacrifice.</p> <p>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</p>	<p>questions about life and morality. (i.e. Holy scriptures/books etc).</p> <p>I can use religious vocabulary in suggesting reasons for the similarities and differences between religions and beliefs which people hold.</p> <p>I can give my own and others' views on questions about who we are and where we belong. (This is an opportunity to show their knowledge of a range of religious views).</p>
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PE	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>Hockey</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Swimming</p> <p>pupils should be taught to:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>	<p>Hockey</p> <p>Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p> <p>Swimming</p> <p>Know how to perform safe self-rescue in different water-based situations. Know how to swim competently, confidently and proficiently over a distance of at least 25 metres. Know a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>	<p>Hockey</p> <p>Refine dribbling and passing Develop shooting; combine passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities Introduce defending; blocking and tackling.</p> <p>Swimming</p> <p>Perform safe self-rescue in different water-based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>
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<p style="text-align: center;">Geography and History</p>	<p style="text-align: center;">1 2 3 4 5 6</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>To know that the Vikings were Pagans and what this means To recall the main Viking gods To know who Alfred the Great was To explain Alfred the Great’s impact on Britain To know who King Cnut was and how he became King of England, Norway and Denmark To know how the end of the Saxon rule in England happened To know who Edward the Confessor was To know when Edward the confessor became King of England</p>	<p>Recall and sequence key events of time studied Use relevant terms and period Labels Make comparisons between different times in the past Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period</p>
<p style="text-align: center;">Art and Design (1 full afternoon fortnightly)</p>	<p style="text-align: center;">2 4 6</p>	<p>Artist – Alvaro Suarez Vertiz</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>To know who Alvaro Suarez Vertiz is and the type of art he produced. To name a range of artists To name types of art the artists have created To know that artwork generates feelings To demonstrate a secure knowledge about primary, secondary, warm and cold, complementary and contrasting colours. To know how to create shades and tint using black and white. To have an awareness of how working on preliminary studies to test media and materials can influence their final piece of artwork.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>
<p style="text-align: center;">Design Technology</p>		<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>To understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and monitors.</p> <p>To apply their understanding of computing to program, monitor and control their products</p> <p>To know the materials and components needed for a product, including construction materials, textiles, according to</p>	<p>Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. Use results of investigations, information sources, including ICT when developing design ideas. Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different</p>

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		<p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>their functional properties and aesthetic qualities.</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups.</p>	<p>tools and equipment safely and accurately.</p> <p>Evaluate a product against the original design specification using appropriate tests.</p> <p>Evaluate it personally and seek evaluation from others.</p>
PSHE	1 2 3 4 5 6	<p>Money Matters/The Working World</p>	<p>Understand the basics of saving money, be able to identify how you can help at home Understand how to budget for items you would like to buy.</p>	<p>Show how to budget when given a scenario.</p>
Music	1 2 3 4 5 6	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Compose</p> <p>To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for your chosen instrument.</p> <p>To work in pairs to compose a short ternary pieces.</p> <p>To know how to use chords to compose music to evoke a specific atmosphere.</p> <p>To compose music for a silent film or book.</p> <p>To use graphic symbols, rhythm notation, time signatures, staff notation And technology to compose music.</p>	<p>Compose</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. <p>For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology.

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Computing	1 - 5	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>To explain how to debug a program and organise the code into tabs.</p> <p>To demonstrate how to organise code into functions</p> <p>To demonstrate how to include interactivity in programming.</p> <p>To demonstrate how to use flowcharts to test and debug a program.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Create algorithms from more complex real-life situations for a program by deconstructing it into manageable parts.</p> <p>Test and debug programs as they go and can use logical methods to identify the approximate cause of any bug.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Translate algorithms that include sequence, selection and repetition into code with increasing ease.</p> <p>Combine sequence, selection and repetition with other coding structures to achieve their algorithm design.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Debug, interpret and organise code.</p>
MFL	1	Pupils appreciate stories, songs, poems and rhymes in the language.	<p>To hear the story of “la couleur des émotions”.</p> <p>To recap on colour vocabulary</p> <p>To hear and read vocabulary for emotions.</p> <p>Culture: sharing hello in different language.</p>	Pupils follow a short text while listening and reading, saying some of the text.
	2	Pupils appreciate stories, songs, poems and rhymes in the language.	<p>To continue to read and discuss the story of “la couleur des émotions”.</p> <p>To listen to and join in with BSL version.</p>	Pupils read a wider range of words, phrases and some simple sentences aloud, (to a partner/small group).



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			To write some sentences describing how we feel. Culture: sharing hello in different languages	
	3	To listen attentively to spoken language and show understanding by joining in and responding.	I can name items of clothing in French.	Pupils recognise categories of words.
	4	To understand basic grammar appropriate to the language being studied, including feminine and masculine forms.	I can use adjectives of colour to describe clothes.	Pupils recognise typical conventions of word order and compare with English.
	5	To understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs and how to apply these to build sentences.	I can identify parts of the verb to wear in French.	Pupils manipulate language by changing a single element in a sentence.