

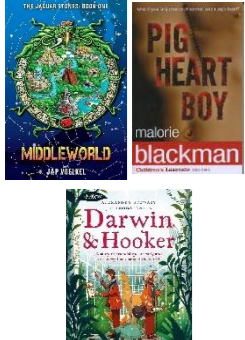

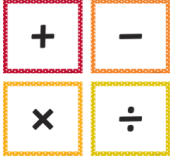












# Year 5 and 6 Spring Term Curriculum 2025

	<p>The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find lessons and inspiration in the success of others. We promote this positive attitude to learning across the curriculum.</p> <p>This overview gives an outline of the Year 5 and 6 spring term curriculum.</p>		<p><b>Design and Technology (DT)</b></p> 	<p><b>Cooking and Nutrition:</b> To link with their history learning about the Ancient Maya, children will be designing, making and evaluating quesadillas, salsa and guacamole to celebrate ingredients from Mexican cuisine. The children will recap what they know about different cultures and their food as well as food seasonality. In addition, knowledge of basic food hygiene and knife skills will be reinforced.</p>
<p><b>English</b></p> 	<p><b>Narratives:</b> We will use 'Barrowquest' to enable the children to develop their use of literary devices, ambitious vocabulary and dialogue. Children will also study the text 'Pig Heart Boy' by Malorie Blackman in order to build on their writing skills through an ethical and diverse lens. <b>Non-Fiction:</b> The children will be writing non-chronological reports about the Maya civilisation linked to their history learning. <b>Blog Writing:</b> The children will explore 'Darwin &amp; Hooker' by Alexandra Stewart developing their Science knowledge and blog writing skills. <b>Reading:</b> Children will use high quality stimuli to develop their reading skills. They will be exposed to a wide range of text types and encouraged to build their reading stamina. <b>Spelling:</b> Spelling rules and patterns will be taught weekly. <b>Grammar:</b> Children will apply their learning of punctuation and grammar skills throughout all English units.</p>		<p><b>Physical Education (PE)</b></p> 	<p>Hockey – developing our foundational skills and teamwork with a focus on accurate passing and control of the ball, and consideration of safe play. Creating Sequences – using form, flow, dynamics, tempo and movement collaboratively to choreography sequences Invasion Games – ball skills inspired by football Carnival – creating choreographed sequences and performing with control and rhythm in a group.</p>
<p><b>Maths</b></p> 	<p><b>Year 5</b> <b>Multiplication:</b> Multiply up to 4-digit numbers by 1- or 2-digit numbers using compact or long methods. <b>Division:</b> Use short division for up to 4-digit numbers by 1-digit, interpreting remainders contextually. <b>Fractions:</b> Compare, order, convert, and perform basic operations with fractions and mixed numbers. <b>Decimals and Percentages:</b> Relate, compare, and convert between decimals, fractions and percentages; round decimals.</p>	<p><b>Year 6</b> <b>Decimals:</b> Round, add and subtract decimal numbers. <b>Percentages:</b> Identify equivalent percentages, fractions and decimals and calculate percentages of amounts. <b>Algebra:</b> Form and solve algebraic equations. <b>Geometry:</b> Accurately read coordinates in four quadrants; investigate 2D and 3D shape properties. <b>Measurement:</b> Read scales precisely; calculate perimeter, area and volume. <b>Statistics:</b> Construct and interpret data through various graphs and charts; calculate the mean.</p>	<p><b>Computing</b></p> 	<p><b>Computer Systems and Networks:</b> In the Spring Term, the children will build on their prior knowledge of computer systems, focusing on how information is transferred between systems and devices. They will learn how search engines function and rank results, discover how data is transferred over the internet and look at the structure of data packets. Finally, children will reflect on how the internet facilitates online communication and collaboration and assess methods of online communication.</p>
<p><b>Science</b></p> 	<p><b>Animals including Humans (Circulatory):</b> The Circulatory System: Identify and explain the functions of the heart, blood vessels, and blood. Function and Structure: Understand how the heart pumps blood, arteries carry oxygen-rich blood, veins return deoxygenated blood and blood transports nutrients and waste. Health and Lifestyle: Recognise how diet, exercise, drugs and lifestyle choices impact circulatory health.</p>		<p><b>Music</b></p> 	<p><b>Programme Music:</b> For our music learning this term, the children will be listening to and composing Programme Music (for example- music based on a story, image or poem and generally performed by a full orchestra). The unit will develop their listening skills via a range of 19th-century programme music and they will devise their own compositions based on what they hear and explore. Woven throughout are the musical elements of pitch, melody, dynamics, tempo and structure. Through listening and exploring sounds, they will have the opportunity to create melodic themes and extend these during ensemble work.</p>
<p><b>History</b></p> 	<p><b>Ancient Maya Civilisation:</b> We will be drawing on the past learning of Ancient Egypt, Ancient Rome and Ancient Greece to investigate the similarities and differences between civilisations. Children will have the opportunity to explore different types of evidence to help build a picture of the complex society of the Ancient Maya. Along with this, they will also be developing their historical argument skills through debates and written opportunities. We will be learning about the religion, architecture, cities and writing systems of the Ancient Maya.</p>		<p><b>Personal Social Health Education (PSHE)</b></p> 	<p><b>Me and My Online Identity:</b> • How do I use the internet, the services it offers and how do I make decisions? • What are the principles for my contact and conduct online, including when I am anonymous? <b>Drug Education:</b> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? • How does drug use affect the way a body or brain works?</p>
<p><b>Geography</b></p> 	<p><b>Energy and Sustainability:</b> Our focus question is: How we can create a sustainable future? The children will consider this question on a local, personal and global level. The children will also develop their understanding of the different energy sources within the renewable and non-renewable sectors. They will look at the pros and cons of both of these sectors of the energy market. Within this unit, children will also take part in debates and produce an end of unit factual display showing their knowledge in relation to the question of how we can be sustainable.</p>		<p><b>World Views</b></p> 	<p><b>'Who do people think Jesus was?'</b> We will explore the evidence for Jesus from the 1<sup>st</sup> century in Roman and Jewish history as well as from the Bible and the Dead Sea scrolls. We will then develop our Theology skills with an in-depth look at what the Bible tells us about Jesus' life and how he was viewed differently by different groups of people in his lifetime. Finally, we will put all our learning together to discuss who we think Jesus was. <b>'Why do people put their belief into action?'</b> We will look at how our worldviews can be diverse, change as we grow and affect our vision for the future. We will find out about the work of Gerald Durrell (conservationist) and Hany El Bana (founder of the charity Islamic Relief) and how their worldviews led them to take action to change the world for the better. We will research charities and examine how most societies have a version of the 'Golden Rule' to live by. We will look at poetry about 'perfect' worlds and write our own visions for the future.</p>
<p><b>Art</b></p> 	<p><b>Mayan Masks:</b> We will be looking at the work of Pablo Picasso and several other artists who have created different types of masks. After exploring the art works of the Ancient Maya, we will then design and create our own masks using clay. <b>Self Portraits (Year 6 only):</b> During this unit, we will explore and discuss the work of a range of portrait artists. We will investigate the qualities and potential of different pencil grades, develop our mark making vocabulary and practise drawing features of the face before we then create our own pencil self-portraits. <b>Exploring Identity (Year 5 only):</b> In this unit, the children will explore how artists embrace aspects of their experience of life using their background, culture, race, gender and interests to inform and shape their artwork.</p>		<p><b>Languages</b></p> 	<p>This term, we will be focusing on consolidating and embedding spoken and written language for the days of the week, months of the year and numbers up to 100. We will be exploring French culture and celebrating traditions.</p>
			<p><b>Enrichment</b></p> 	<p><b>During the week commencing</b> Week commencing 13<sup>th</sup> Jan – Healthy Schools Week 17<sup>th</sup> Jan Ancient Maya workshop 3<sup>rd</sup> February: Children's Mental Health week 11<sup>th</sup> February – Internet safety day Monday 3<sup>rd</sup> Feb – Cambridge Maths and Science School visit Thursday 6<sup>th</sup> March: World Book Day. 24<sup>th</sup> March- 4<sup>th</sup> April: Big Walk and Wheel Week</p>