

# Curriculum Planner


**Term: Spring 1 2025**

**Year: 5**

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Perseverance	Tolerance of different faiths and beliefs

<p style="text-align: center;"><b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!</p>	<p style="text-align: center;"><b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment</p>	<p style="text-align: center;"><b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships</p>
<ul style="list-style-type: none"> <li>• Aspirational job cards for science, linked to key aspirational figures such as Albert Einstein</li> <li>• Reading incentives</li> <li>• High level vocabulary linked to 'Forces', Victorians and Hinduism</li> <li>• Guided Reading – vocabulary emphasis and comprehension.</li> <li>• Class reader texts linked to complex societal themes</li> <li>• Using Collective Worship once per week to discuss key events in the news</li> <li>• Financial literacy in PSHE – exploring what banking is and how supply and demand effect prices of goods</li> <li>• Daily challenges in every lesson to promote high academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance: Collective worship focus</li> <li>• Class collective worship book for activities linked to perseverance and key stories from the Bible</li> <li>• Class area for individual reflection</li> <li>• Outdoor relaxation zone in outdoor area</li> <li>• Respecting the environment within our local community</li> <li>• Range of visitors from different faith groups</li> <li>• Visits to the peace garden</li> <li>• British Values focus – Tolerance of different faiths and beliefs</li> <li>• Religion and World Views focus on key Hindu beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom routines and behaviour</li> <li>• Reinforce healthy lifestyle through Golden Mile, PE lessons and mindfulness opportunities within class</li> <li>• Exploring online safety through PSHE lessons</li> <li>• PSHE/RSE links to healthy relationships and economic wellbeing</li> <li>• PSHE exploring how to keep ourselves mentally healthy</li> <li>• Swimming lessons to develop key skills and water safety</li> </ul>

<p style="text-align: center;"><u>English</u></p> <p><b>Writing</b> In this term we will be writing: <b><i>Non-Chronological Reports: Victorians</i></b> <b><i>Narratives: Dracula's Whitby</i></b></p> <p><b>Reading</b> We will be exploring fiction and non-fiction texts with a history theme. We will be using VIPERS to help us to specially infer, retrieve and summarise.</p> <p style="text-align: center;"> <b>Vocabulary</b>  <b>Infer</b>  <b>Predict</b>  <b>Explain</b>  <b>Retrieve</b>  <b>Summarise</b> </p>  <p><b>Spelling</b> We will be teaching spellings in smaller groups within our year group family. Children will be given 10 spellings each week to take home and practise.</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply up to a 4-digit number by a 1-digit number</li> <li>• Multiply a 2-digit number by a 2-digit number</li> <li>• Multiply a 3-digit number by a 2-digit number</li> <li>• Multiply a 4-digit number by a 2-digit number</li> <li>• Solve problems with multiplication</li> <li>• Short division</li> <li>• Divide a 4-digit number by a 1-digit number</li> <li>• Divide with remainders</li> <li>• Efficient division</li> <li>• Solve problems with multiplication and division.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Multiply a unit fraction by an integer</li> <li>• Multiply a non-unit fraction by an integer</li> <li>• Multiply a mixed number by an integer</li> <li>• Fractions of a quantity</li> <li>• Fractions of an amount</li> <li>• Find the whole</li> <li>• Fractions as operators.</li> </ul>	<p style="text-align: center;"><u>Science</u></p> <p><b><u>Forces</u></b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b><u>Working scientifically:</u></b> Exploring falling paper cones or cupcake cases and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>
<p style="text-align: center;"><u>Religious Education</u></p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• How does faith and belief affect the way people live their lives?</li> </ul>	<p style="text-align: center;"><u>History</u></p> <p><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>• Know and sequence key events from the Victorian period.</li> </ul>	<p style="text-align: center;"><u>Physical Education</u></p> <p><b>5M– Swimming</b></p> <ul style="list-style-type: none"> <li>• To develop confidence in the water</li> <li>• To learn different strokes</li> </ul>

<ul style="list-style-type: none"> <li>• Understand how Hindus view God</li> <li>• Understand that there are many names/murtis within Hinduism that represent elements of God</li> <li>• Understand that Hindus show devotion to Brahman on a daily basis</li> <li>• Understand puja in the home.</li> <li>• Understand the importance of the aarti flame</li> <li>• Understand that dharma is a moral code/ a way of life for Hindus</li> <li>• Understand that karma means every action has a consequence</li> <li>• Understand that Hindus believe in samsara/reincarnation</li> <li>• Understand that Hindus try to live in such a way that eventually they are released from samsara and achieve moksha.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe how children lived in the Victorian era.</li> <li>• Know and understand what the conditions in Victorian workhouses were.</li> <li>• Investigate and explain what life was like inside Lincoln’s Victorian prison.</li> <li>• Explain what the Industrial Revolution was and how it changed Britain.</li> </ul>	<p><b>5H – Gymnastics</b></p> <ul style="list-style-type: none"> <li>• The key steps to performing a round-off</li> <li>• To create and perform a partner sequence using symmetry</li> <li>• To create and perform a partner sequence using asymmetry</li> <li>• To perform counterbalances with a partner</li> <li>• To perform smooth transitions between counterbalances using different levels</li> </ul>
<p style="text-align: center;"><b><u>D &amp; T</u></b></p> <p><b>Pulleys</b></p> <ul style="list-style-type: none"> <li>• Investigate, analyse and evaluate existing everyday products that incorporate gear or pulley systems.</li> <li>• Create a design brief and specification for a specified purpose and user.</li> <li>• Make and evaluate high quality products, applying knowledge, understanding and skills taught.</li> </ul>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b>Pop Ballads</b> <b>Make you feel my love</b></p> <ul style="list-style-type: none"> <li>• listen and appraise other pop ballads</li> <li>• Listen and appraise other pop ballads</li> <li>• Learn to sing pop ballads</li> <li>• Play, improvise and compose with the main song.</li> </ul>	<p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <p><b>Healthy lifestyles- How can we keep our bodies healthy?</b></p> <ul style="list-style-type: none"> <li>• Explore our British Value- Rule of Law</li> <li>• Exploring mental health</li> <li>• Explore the concept of banking, supply and demand and budgeting</li> </ul>
<p style="text-align: center;"><b><u>Computing – Purple Mash</u></b></p> <p><b>Game Creator-</b></p> <ul style="list-style-type: none"> <li>• Reviewing and analyzing computer games</li> <li>• Designing our own game</li> </ul>	<p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b>Social:</b> Responsibilities and rights of being members of families and communities. Giving and receiving positive analysis (praise). Giving and receiving a negative analysis (criticism). Establish rules for creating a positive learning environment.</p>	<p style="text-align: center;"><b><u>Language of the Moment / French</u></b></p> <p><b>Les Salutations (Greetings)</b></p> <ul style="list-style-type: none"> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer</li> </ul>

<ul style="list-style-type: none"> <li>• Creating the game environment and characters</li> <li>• Creating a quest</li> <li>• Sharing our games and peer evaluating them.</li> </ul>	<p><b>Moral:</b> Classroom Routines. Peace Garden. Reflection areas, Godly play School environment. Routines week – class rules. British values and School council. Extra – curricular activities</p>	<ul style="list-style-type: none"> <li>• How they are feeling.</li> <li>• Tell you where they live.</li> </ul>
	<p><b>Spiritual:</b> In PSHE, how we can stay healthy, our aspirations. Daily worship and use of the Peace Garden. CWRE curriculum Celebration of different faiths and cultures (in RE)</p>	
	<p><b>Cultural:</b> Respect for own culture and that of others, linking with our British Value. Global citizen. Learning RE topic of Hinduism. Learning about Poland.</p>	

<p><b><u>Parental engagement:</u></b> Through publishing of work on social media Reading with Children</p>	<p><b><u>Visits and visitors:</u></b> Swimming Virtual Victorian Prison tour</p>
<p><b><u>Cultural Capital:</u></b></p> <ul style="list-style-type: none"> <li>• Anchor text explores children with disabilities and friendships</li> <li>• Researching different jobs in the world</li> <li>• Swimming</li> <li>• Learning about Poland</li> <li>• Valuing the diverse culture and languages that the children bring to Year 5, including language of the moment.</li> </ul>	<p><b><u>Global Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Picture News</li> <li>• First News</li> <li>• PSHE- living in the wider world</li> <li>• Class reader</li> <li>• Language of the moment</li> </ul>
<p><b><u>Caring for the environment and each other:</u></b> Keeping our local environment safe Planting in our outdoor area</p>	