Askam Village School Curriculum Plan 2025-2026 Year 5 Spring Term

<table>
<tr><th>English</th><th>Maths</th><th>Science</th><th>Art and Design</th></tr>
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<td rowspan="2">Belonging and Equality
'The Lost Thing' by Shaun Tan

Legends and Folklore
'Beowulf' by Michael Morpurgo

Year 5 Spelling, Punctuation and Grammar
Reading VIPERS
Handwriti</td>
<td rowspan="2">Multiplication and division B – formal methods for short multiplication, long multiplication and short division

Fractions B – multiplying fractions and mixed numbers, fractions of a quantity

Decimals and percentages – equivalent fractions and decimals, thousandths, rounding decimals

Perimeter and area – perimeter of rectangles, polygons and rectilinear shapes, area of rectangles and compound shapes, estimating area

Statistics – drawing, reading and interpreting line graphs, reading and interpreting tables and timetables</td>
<td rowspan="2">Earth and Space
Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements. Pupils discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They make their own sundials and consider how and why humans' ideas about the universe have changed over time.
Life cycles and reproduction
Studying animal life cycles, children learn about the significance of reproduction for a species' survival. Pupils compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. Children compare the life cycles of mammals, birds, amphibians and insects identifying key differences. They analyse secondary data to investigate how the amphibian life cycle is affected by predators and climate change.</td>
<td><u>Painting & Mixed Media Portraits</u>
This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials & techniques, & constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding & application of art vocabulary & encourages thoughtful decisions in their artwork composition. Use this unit hub to inform your medium-term plan & to navigate to related resources.
<u>Sculpture & 3D Interactive Instillation</u>
Learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively. Use this unit hub to inform your medium-term plan and to navigate to related resources.</td>
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<td>Computing
Flat File Databases This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.
Selection in Physical Computing Learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components through the application of their existing programming knowledge.</td>
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<tr><th>Design Technology</th><th>Geography</th><th>History</th><th>Personal, Social, Health Education and Citizenship</th></tr>
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<td>Mechanical systems - Pop-up book Pupils create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</td>
<td>Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</td>
<td>What was life like in Tudor England?
Discovering the Tudor dynasty; exploring the use of portraits, progresses and punishment; examining how monarchs exercised absolute power; investigating how Tudor inventories indicate the wealth and position of ordinary Tudors.</td>
<td>Keeping safe
Managing risk
Understanding the norms of drug use (cigarette and alcohol use)
Influences
Online safety
Valuing Difference
Recognising and celebrating difference including religions and cultural, influence of pressure of social media.</td>
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Modern Foreign Languages	Music	Physical Education	Religious Education
Houses & Locations Types of houses/ rooms / routines / furniture / appliances / shops and facilities in a town / directions / buying items Grammar: Asking and answering simple questions / Nouns & plurals / Sentences with a range of pronouns / Basic commands / Imperative verbs	**Blues** Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale and combining these to create an improvised piece with a familiar, repetitive backing. **South and West Africa** Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves. **Composition to represent the festival of colour** **(Theme: Holi festival)** Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	**Badminton-**Pupils develop their understanding of the principles of net and wall games. Pupils work in collaboration with others, play fairly demonstrating an understanding of the rules. **Volleyball –** Pupils learn to serve, develop the fast catch volley, develop the set shot, rally and play against an opponent. **Apparatus –** progression from gymnastics **Dance-** Pupils learn different styles of dance, working individually, as a pair and in groups. They also think how to use movement to explore and communicate ideas and issues.	**5.1 cont. World Views (5) Why are sacred texts so important to people of faith?** (Islam) Why are sacred texts so important to people of faith? In what ways do the contents of the sacred texts impact upon the lives of the believers? What is the connection between the ways in which the Holy Book is treated and how the believer regards the contents of the book? **Unit 5.4 Easter (5**) Why do Christians believe that Easter is a celebration of Victory? Why do Christians believe that Easter is a celebration of victory? In what ways is Christ's death and resurrection a victory? What is Jesus victorious over and why? How does his victory affect the lives of Christians today? How do the events and services that take place in churches during Holy Week and Easter reflect Christian belief that Jesus' death and resurrection was a victory? What did Jesus do to save human beings?