SUBJECT: ENGLISH

CURRICULUM THIS HALF TERM:

During this half term, young people analyse how writers create effects through language, tone and viewpoint. They compare ideas across texts, justify opinions using evidence and begin discussing authorial techniques in greater depth.

Writing includes persuasive texts, reports, narratives and balanced arguments. Young people develop cohesion across paragraphs, vary sentence structures and adapt their writing for different audiences and purposes.

Grammar lessons focus on relative clauses, modal verbs and sentence expansion, helping young people produce mature, well-structured writing that communicates ideas clearly and effectively.

VOCABULARY:

audience	Who the writing is for.
purpose	Why something is written.
viewpoint	An opinion or perspective.
tone	The writer's attitude.
technique	A writing method.
impact	The effect created.
modal verb	A verb showing possibility or certainty.
relative clause	Extra information beginning with who, which or that.
analyse	Explore in detail.
evidence	Words from the text.

RECOMMENDED TALKING POINTS:

What are you reading at the moment?
What new vocabulary have you learnt this week?
How has the writer created an effect?
Which writing have you enjoyed most?
Can you explain your answer using evidence?
What skill are you most proud of this week?

SUBJECT: MATHEMATICS

CURRICULUM THIS HALF TERM:

Multiplication and Division
In this unit, children will build upon their existing knowledge of multiplication and division by working with larger numbers and developing increasingly efficient methods. They will explore multiples, factors, prime numbers, square numbers and cube numbers, using these concepts to deepen their understanding of number relationships. Children will also practise multiplying and dividing by 10, 100 and 1,000, developing a secure understanding of place value and how digits move within a number.
As the unit progresses, pupils will learn and apply formal written methods to multiply numbers with up to four digits by one-digit and two-digit numbers. They will also develop strategies for dividing larger numbers, including calculations that result in remainders. Children will be encouraged to choose the most appropriate method for each calculation, whether mental or written, and to check the accuracy of their answers using estimation and inverse operations.
Problem-solving and reasoning are key aspects of this unit. Children will apply their multiplication and division skills to a variety of real-life contexts, explaining their methods and justifying their choices. Through regular practice and discussion, pupils will develop confidence, fluency and resilience in tackling increasingly complex mathematical challenges, helping them become independent and efficient mathematicians.

Fractions
In this unit, children will deepen their understanding of fractions and learn how they can be used to represent parts of a whole and quantities. They will build on prior learning by identifying, comparing and ordering fractions, including those with different denominators. Children will explore equivalent fractions and develop their understanding of how fractions can be represented using diagrams, number lines and mathematical notation.
As the unit progresses, pupils will learn how to add and subtract fractions, including mixed numbers, and will develop strategies for finding fractions of amounts. They will also investigate the relationships between fractions, decimals and percentages, helping them to make important mathematical connections and apply their understanding in different contexts.
Throughout the unit, children will be encouraged to explain their reasoning, justify their answers and solve a range of challenging problems. By the end of the unit, they should be able to work confidently with fractions, use efficient methods to solve calculations and apply their knowledge to real-life mathematical situations.

VOCABULARY:

Tier 1: Everyday Words	Tier 2: Academic Vocabulary	Tier 3: Mathematical Vocabulary
Groups	Calculate	Multiplication
Share	Explain	Division
Equal	Compare	Factor

Times	Reason	Multiple
Double	Solve	Prime number
Half	Justify	Square number
Split	Investigate	Cube number
Left over	Predict	Product
Altogether	Represent	Quotient

Tier 1: Everyday Words	Tier 2: Academic Vocabulary	Tier 3: Mathematical Vocabulary
Part	Compare	Fraction
Whole	Explain	Numerator
Share	Reason	Denominator
Equal	Solve	Equivalent fractions
Piece	Justify	Mixed number
Amount	Represent	Improper fraction
Divide	Estimate	Common denominator
Group	Identify	Unit fraction
Portion	Calculate	Non-unit fraction
Number	Method	Equivalent
More	Discuss	Fraction of an amount
Less	Predict	Add fractions

Same	Check	Subtract fractions
Different	Investigate	Convert
Increase	Strategy	Decimal
Decrease	Interpret	Percentage

RECOMMENDED TALKING POINTS:

Parents can support their child's learning in multiplication and division by encouraging regular practice of times tables and quick recall of number facts, as these are essential for success in Year 5 maths. Everyday activities such as shopping, cooking, budgeting and sharing quantities provide valuable opportunities to apply multiplication and division skills in real-life contexts. Encourage your child to explain their methods and reasoning, as talking through their thinking helps to deepen understanding and build confidence. Regular practice, combined with a positive attitude towards mistakes and problem-solving, will help children become fluent, efficient and resilient mathematicians.

A useful conversation to have at home is about how fractions appear in everyday life. Ask your child to think about times when they have seen or used fractions during the day, such as sharing food, measuring ingredients when cooking, telling the time or finding part of a quantity. Encourage them to explain their thinking and describe how they know what fraction is being used. These discussions help children make real-life connections, deepen their understanding of fractions and build confidence in using mathematical language.



SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore Properties and uses of Materials, which is a Chemistry topic.

Children have previously learnt about the properties of solids, liquids and gases, how a thermometer works and how it can be used to measure temperature (Year 4 Chemistry – States of matter) and which materials are electrical conductors and electrical insulators (Year 4 Physics – Electricity)

In this science module, learners will step into the role of a material scientist by exploring, testing, and sorting everyday objects based on how they behave in different situations. They will investigate important properties such as whether a material is hard or easily scratched or if it is transparent and see-through. Moving beyond the basics, they will experiment with electricity and heat to discover which materials act as conductors by letting energy pass through easily and which ones block it, while also testing which objects are attracted to magnets. Using the evidence they gather from these tests, children will learn to give smart reasons for why certain materials are chosen for specific jobs, explaining why we use wood for fences, plastic for water bottles, or metal for frying pans. Alongside this hands-on science, students will build on their investigation skills by learning how to plan and run their own independent experiments, discovering how to make an experiment a completely fair test by identifying and controlling variables. They will use a variety of scientific tools to take accurate measurements and learn the importance of repeating their tests to double-check their findings for precision. To show what they have discovered, they will learn to organize complex information into detailed diagrams, classification keys, tables, and advanced charts like scatter graphs and line graphs. Finally, they will practice presenting their findings clearly, explaining the cause-and-effect relationships behind their results, deciding how much they can trust their data, and using hard evidence to prove or disprove scientific arguments

VOCABULARY:

- brittle: easily broken if pressure is applied
- ductile: can be stretched or rolled until very thin
- fragile: delicate; easily broken if not handled with care
- impermeable: not allowing fluid to pass through
- malleable/malleability: can be shaped when pressure is applied
- permeable: allowing fluid to pass through it
- thermal conductor: a material that transmits heat well
- thermal insulator: a material that does not transmit heat well
- viscosity/viscous: how fast or slowly a liquid will flow; how 'thick' or 'thin' a liquid is
- wear and tear: deterioration of materials over time due to weathering or regular use

RECOMMENDED TALKING POINTS:

Look at this frying pan—why is the bottom made of metal but the handle is made of plastic or wood? Why do you think raincoats are made of plastic instead of fabric like denim, and what property makes plastic right for the job?

Can you find three things in this room that are completely transparent, and three things that are totally opaque?
If we wanted to test which kitchen towel absorbs the most water, what is the one thing we should change?
To make that paper towel test completely fair, what are all the things we would need to keep exactly the same?
If we only test each paper towel once, how do we know our result wasn't just a fluke? How can we make sure we trust our data?

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

Early Islamic civilisation: how did Baghdad become the 'City of Peace'?
In this unit, pupils develop broad knowledge of Islam's rise. They study Muhammad's role and the early caliphates before focusing on the creation of Baghdad as a new capital for the Islamic Umayyad Caliphate. The unit focuses on the second-order concept of causation.

1. **Muhammad, the Qur'an and the rise of Islam**
   Pupils explore the life and significance of Muhammad, the revelation of the Qur'an, and the foundations of Islam.
2. **The early success of Islam**
   Pupils consider why Islam spread quickly, including leadership, belief, trade, and geography.
3. **The early caliphates and the spread of Islam**
   Pupils learn how power was organised after Muhammad and how the caliphates supported the growth of the faith.
4. **The geography of the Umayyad Caliphate**
   Pupils study the extent of the caliphate and the importance of location, rivers, routes, and connections.
5. **Baghdad, the city of peace**
   Pupils examine the reasons Baghdad was chosen and how its design reflected power, learning, and administration.
6. **How Baghdad became the city of peace**
   Pupils evaluate the causes of Baghdad's growth and explain how it became a major centre of the Islamic world.

VOCABULARY:

- Islam
- Caliphate
- Umayyad
- Geography
- Causation

RECOMMENDED TALKING POINTS:

What made Baghdad a suitable place for a new capital?
How did religion and leadership help Islam to spread?
Why is causation important when studying changes in history?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This half-termly geography unit for Year 5 develops pupils' understanding of mountains and volcanoes: what they are, where they are found, and why they form in particular places.
The unit introduces the formation of mountains, the main features of mountains, and examples of UK peaks as well as mountain ranges around the world. Pupils will study volcanoes, how eruptions happen, and the impact they can have on people and places. A case study of Eyjafjallajökull, Iceland, will support pupils in understanding the effects of a volcanic eruption on daily life, travel, and the wider environment.

-
- Identify and explain how mountains are formed.
- Recognise key features of mountains, including summit, slope, ridge and valley.
- Locate major UK peaks and compare them with mountain ranges in other parts of the world.
- Describe how volcanoes form and where they are commonly found.
- Explain what it may be like to live near a volcano.
- Use Eyjafjallajökull, Iceland, to explore the impact of an eruption.
-

VOCABULARY:

- tectonic plates
- eruption

RECOMMENDED TALKING POINTS:

Why is the water cycle essential for living things and environments?
How do mountains and volcanoes change the land around them?
What might be the advantages and disadvantages of living near a volcano?



SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

Animation and Moving Images
Pupils will explore how still images can be combined to create movement. They will create a simple animation using a suitable age-appropriate animation tool.
Activities could include:

- Exploring examples of animation
- Creating a simple character
- Planning movement using a storyboard
- Creating a sequence of frames
- Making an object move
- Adding text or sound
- Reviewing and improving an animation

This is a good opportunity to introduce the concept that **digital media can change over time**.

VOCABULARY:

- Animation
- Frame
- Sequence
- Movement
- Character
- Scene
- Storyboard
- Timeline
- Background
- Transition
- Edit
- Playback

RECOMMENDED TALKING POINTS:

How can lots of still pictures make something look like it is moving?

SUBJECT: ART

CURRICULUM THIS HALF TERM:

In this Year 5 Art unit, pupils will explore the art of printmaking and discover how artists use repetition and pattern to create striking visual effects. Children will investigate how a single design can be printed multiple times to build decorative, organised and meaningful artwork. They will learn that patterns can be found in nature, architecture, textiles and art from different cultures around the world. Through observation and experimentation, pupils will begin to recognise how repeated shapes, lines and motifs can create rhythm, balance and unity within a piece of artwork.
Throughout the unit, pupils will develop practical printmaking skills by designing and creating their own printing blocks. They will experiment with different tools, shapes and textures to produce repeated images and patterns. Children will learn how careful planning and precise printing techniques can affect the overall appearance of their work. By examining examples from other artists and printmakers, they will gain an understanding of how repetition can be used to communicate ideas, tell stories and create decorative designs.
As their work progresses, pupils will evaluate the effectiveness of their prints and consider how artists adapt and refine designs through experimentation. They will explore how variations in colour, spacing and arrangement can change the impact of a pattern. This unit encourages creativity, problem-solving and attention to detail while helping children to appreciate the role of printmaking in both traditional and contemporary art.

VOCABULARY:

- Printmaking
- Pattern
- Repetition
- Motif
- Design
- Texture
- Block Print
- Relief Printing
- Composition
- Symmetry
-

RECOMMENDED TALKING POINTS:

- What is printmaking and how is it different from drawing or painting?
- Where can you find patterns in everyday life?
- Why do artists use repetition in their artwork?
- How does repeating a shape or image change the overall design?

SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This unit focuses on adding vocal and instrumental layers to songs and developing pupils' ability to perform as part of an ensemble. Pupils rehearse contrasting songs in parts and learn to hold the pitch and pulse of their own line with increasing confidence. They then combine these parts to create richer musical textures, eventually building towards performances with four and five part layers that include tuned percussion accompaniments.

The unit begins with part singing, using rounds and partner songs to help pupils listen carefully to one another and maintain their individual part. They then move on to two-part singing, which strengthens their understanding of harmony, independence and ensemble coordination. These early experiences support pupils in developing accuracy, control and confidence when singing with others.

As the unit progresses, pupils practise singing and playing simultaneously, using three-note melodies to extend their instrumental and vocal skills. They also explore how to add a rhythmic ostinato accompaniment to part singing, learning how repeated patterns can support and enrich a performance. This helps pupils understand how texture can become more complex as layers are added.

By the end of the unit, pupils should be more confident in maintaining their own part, combining it with others and contributing to a multi-layered ensemble performance. The unit develops listening, coordination, independence and musical awareness through practical, collaborative music-making.

VOCABULARY:

- Unison - the same tune sung or played at the same time
- Round - a song structure where multiple groups sing the same melody but start at different times
- Partner songs - two or more songs that fit together sung at the same time
- Structure - the way the music is organised, ordering different sections of a piece
- Harmony - the combination of two or more notes played or sung together, creating a pleasing sound
- Dynamics - how loud or quiet the music is
- Pulse - the regular, steady heartbeat of the music
- Pitch - how high or low a note is
- Notation - a way of visually representing and recording music
- Stave - lines on which musical notes can be placed
- Melody - a combination of notes to make a memorable tune

RECOMMENDED TALKING POINTS:

1. What is the difference between singing a single part and singing in two parts, such as in a round or partner song?
2. How can you keep your own pitch and pulse steady when other layers are added?
3. What makes a thick texture in music?

SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

CAD structures – architecture.
In this unit, pupils will be introduced to 3D Computer Aided Design (CAD) and will begin to use digital tools to create and present their own designs. They will explore how architects design buildings and structures, with a focus on modern, sustainable housing.
Pupils will investigate how architects use different materials, techniques and ideas to create homes that are both practical and environmentally friendly. They will learn about the features of sustainable housing and consider how design choices can help to reduce environmental impact
Using TinkerCAD, pupils will develop their skills in digital design by creating a model of a sustainable house. They will learn how to plan, build and present their ideas using CAD software, building confidence in both their design thinking and technical skills
Throughout the unit, pupils will be encouraged to explore the work of modern architects, learn about sustainable housing and environmentally friendly design, develop their understanding of 3D CAD, use TinkerCAD to create a model house, plan, test and improve their design and present their final idea clearly.
This unit supports the development of important learning skills, including creativity, problem solving, digital design skills, accuracy, careful planning, evaluating and improving work and understanding sustainability.

VOCABULARY:

- Tier 1: House, home, build, design, room, roof, wall, window, door, shape, green, use, make, plan, model.
- Tier 2: Structure, architect, materials, technique, sustainable, modern, create, digital, accurate, improve, present, investigate, plan, evaluate, environment, design.
- Tier 3: CAD, 3D designs, Computer Aided Design, TinkerCAD, architecture, sustainable housing, blueprint, prototype, model, structure, scale, render, ventilation, insulation, renewable, eco-friendly.

RECOMMENDED TALKING POINTS:

What makes a house sustainable, and why is that important?
How do architects use design, materials and technology to create modern homes?
Why might CAD be useful when designing a building?
How can TinkerCAD help us plan and present our ideas clearly?



SUBJECT: PE

CURRICULUM THIS HALF TERM:

Curriculum this half term: Young people will explore the art of dance while developing key skills and creativity. They will learn to compare their performances with previous ones, demonstrating improvement as they strive to achieve their personal best. Students will focus on showing clarity, fluency, accuracy, and consistency in their dance performances, and they will have the opportunity to perform to an accompaniment. Additionally, they will compose their own dances in a creative way, using a range of movement patterns. This aims to enhance their physical abilities, boost their confidence, and foster a love for dance.

VOCABULARY:

- Form
- Flex
- Tension
- Space
- Touch
- Plan
- Routine

RECOMMENDED TALKING POINTS:

Can you tell me about a dance routine you created and how you planned it? Can you show me the routine?
How did you use the space and what shapes and formations did you use?
How did dancing to an accompaniment help you to keep in time?
How has your dancing improved so far and what are you most proud of?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 5 children will explore how Sikhs express their beliefs through everyday actions, worship and service to others. They will learn about the teachings of Guru Nanak and the importance of the Guru Granth Sahib, the Sikh holy scripture, and discover how Sikhs show equality, honesty, kindness and respect in their lives. Children will investigate the gurdwara as a place of worship and community, including the langar, where free meals are shared with everyone, and explore the meaning of Sikh symbols and the Five Ks for initiated Sikhs. Through stories, discussion, creative activities and reflection, pupils will consider how faith can influence choices and behaviour, while recognising that individual Sikhs may express their beliefs in different ways.

VOCABULARY:

- Sikhism – A religion founded in the Punjab region of South Asia.
- Sikh – A person who follows Sikhism.
- Guru Nanak – The founder of Sikhism and the first Sikh Guru.
- Guru – A spiritual teacher or guide.
- Guru Granth Sahib – The Sikh holy scripture, treated as the eternal Guru.
- Gurdwara – A Sikh place of worship and community gathering.
- Langar – A free community meal offered to everyone at a gurdwara.
- Seva – Selfless service: helping others without expecting a reward.
- Equality – The belief that everyone has equal worth.
- Waheguru – A Sikh name for God.
- Khalsa – The community of initiated Sikhs.
- Five Ks – Five articles of faith worn by initiated Sikhs.
- Kara – A steel bracelet worn as one of the Five Ks.
- Kesh – Uncut hair, one of the Five Ks.
- Respect – Treating people and their beliefs with care and consideration.

RECOMMENDED TALKING POINTS:

What is a gurdwara, and what happens there?
Why do Sikhs share food with everyone at the langar?
How can Sikhs show their beliefs through helping others?
What have you learned about the Guru Granth Sahib or the Five Ks?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

This Year 5 PSHE unit revisits and builds on pupils' previous learning about mental health and emotional wellbeing. Children will explore how thoughts, feelings, and behaviours are connected, and how different self-regulation strategies can help them manage emotions and respond positively to challenges. The unit encourages pupils to recognise unhelpful thinking patterns and develop healthy habits that support resilience, confidence, and wellbeing. Through discussion, reflection, and practical activities, pupils will learn how to use a range of strategies, such as mindfulness, positive self-talk, and seeking support from trusted adults, to help regulate their emotions, improve their mental wellbeing, and cope with everyday experiences in a healthy and positive way.

VOCABULARY:

- Mental health
- Self-regulation
- Emotional wellbeing
- Resilience
- Mindfulness
- Coping strategies
- Positive self-talk
- Emotional regulation
- Mental wellbeing
- Habitual thoughts
- Stress management
- Self-awareness
- Emotional triggers
- Healthy habits
- Growth mindset

RECOMMENDED TALKING POINTS:

How do our thoughts, feelings, and behaviours affect one another, and how can understanding these connections support our wellbeing?
What self-regulation strategies can we use to manage difficult emotions and help shift unhelpful or habitual thoughts?
How can building positive habits and seeking support from others help us maintain good mental health and emotional wellbeing?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In this unit, Year 5 pupils will learn vocabulary related to homes, rooms, furniture, and locations. They will describe their own homes and create imaginative descriptions of their dream homes using increasingly complex sentences. Pupils will develop their listening, speaking, reading, and writing skills while applying previously learned grammar and vocabulary.

Pupils will be taught to listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations, ask and answer questions, and express opinions. Speak in sentences using increasingly accurate grammar and vocabulary. Develop accurate pronunciation and intonation. Read carefully and show understanding of longer phrases and simple texts. Broaden their vocabulary and develop their ability to understand new words. Write phrases and sentences from memory and adapt these to create new sentences. Understand basic grammar, including gender, adjectival agreement, and sentence structure

VOCABULARY:

Rooms of the House

- la casa – house
- el dormitorio – bedroom
- el baño – bathroom
- la cocina – kitchen
- el salón – living room
- el comedor – dining room
- el jardín – garden
- el garaje – garage

SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

In this half term, pupils will build on their understanding of different careers by exploring the range of jobs, pathways and opportunities available in the local community and beyond. They will consider how people use a combination of skills, qualities, experiences and qualifications in their working lives, and how careers can change over time. Pupils will learn to identify a wider range of jobs and sectors, including health, education, construction, transport, retail, emergency services, digital technology and public services. They will also begin to reflect on their own strengths, interests and ambitions, and how these may influence future choices. This topic supports pupils to develop informed aspirations and an appreciation of the importance of different roles in society.

VOCABULARY:

- **Career** – the different jobs, roles and experiences a person may have during their working life.
- **Occupation** – a person's job or profession.
- **Employer** – a person, company or organisation that gives people work.
- **Employee** – a person who is paid to work for an employer.
- **Sector** – a group of jobs that are linked by the type of work they involve.
- **Workplace** – the place where someone does their job.
- **Skill** – something a person can do well, either through practice or learning.
- **Qualification** – a certificate, award or level of learning needed for some jobs.
- **Experience** – knowledge or practice gained by doing something over time.
- **Responsibility** – a duty or task that someone must carry out.
- **Teamwork** – working well with other people to achieve a shared goal.
- **Aspiration** – a hope or ambition for the future.

RECOMMENDED TALKING POINTS:

What different career pathways can people take after Year 6?
Which skills do you think are important for success in a wide range of jobs?
How do school subjects help prepare people for future careers?
Why is it important not to judge jobs by stereotypes?
What are your strengths, and how might they help you in the future?