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:

Our focus is Place Value. This unit develops pupils' understanding of numbers up to 1,000,000, building on previous learning and providing the foundation for later work in calculation, fractions and decimals. Pupils learn to read, write, order and compare numbers, recognising the value of each digit and using this knowledge to reason mathematically. They explore the effect of multiplying and dividing by 10, 100 and 1,000, understanding that digits move between place value columns rather than simply adding or removing zeros.

Pupils also learn to count forwards and backwards across powers of ten, round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000, and interpret negative numbers in context, including counting through zero. Through the use of place value charts, counters, number lines and other representations, pupils develop a secure conceptual understanding of the base-ten number system, recognising how the position of a digit determines its value and explaining their reasoning using accurate mathematical vocabulary. They partition numbers in different ways, identify patterns within the number system, estimate and check the reasonableness of answers, and apply their understanding to increasingly complex reasoning and problem-solving tasks.

Throughout the unit, pupils develop fluency by representing and manipulating large numbers in multiple ways while strengthening their ability to justify comparisons, identify misconceptions, explain mathematical thinking and solve real-life problems using efficient strategies. By the end of the unit, pupils have secure knowledge of place value to one million, a deep understanding of the relationships within the number system, and the skills and confidence to apply place value concepts accurately and efficiently across all areas of the Year 5 mathematics curriculum.

VOCABULARY:

- hundreds
- thousands
- ten thousands
- hundred thousands
- millions
- power of ten
- round/rounding
- numeral
- negative number

RECOMMENDED TALKING POINTS:

What do you know about the value of this digit?
How do you know which digit is in the ten thousands, thousands, hundreds, tens or ones place?
Can you represent this number in another way?
What happens to the value if this digit moves one place to the left or right?



SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore light and shadows, which is a physics topic. Children have previously learnt that light is seen by the eyes (Year 1 Biology – Senses) and that materials can be transparent (see-through) or opaque (Year 1 Chemistry – Properties of materials).

In this module, children will learn to recognise that they need light in order to see things and that dark is the absence of light. They will explore light reflecting from surfaces, recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. They will be able to recognise that shadows are formed when the light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows change. Children will use and develop their skills, working scientifically to use straightforward scientific evidence to answer questions or to support their findings. They will make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment and report on findings from enquiries, including oral and written explanations. They will also use their results to draw simple conclusions.

VOCABULARY:

- bright: giving out a lot of light or having high light levels
- dark/darkness: the absence of light
- data logger: a device using sensors to make measurements, including of light
- dim: giving out a little light or having low light levels
- light: produced by a light source and makes things visible
- light source: something, natural or artificial, that produces its own light
- lux: the unit used to measure light intensity, abbreviated as lx
- opaque: the property of blocking light by absorbing or reflecting all of the light that falls on it
- reflect: to send back light
- reflective: reflecting back a lot of the light that falls on it, making it shiny in appearance
- sensor: a device that detects and responds to certain changes in the environment
- shadow: a darker area where some or all of the light has been blocked by an object
- Sun: the source of sunlight
- sunlight: the combination of visible and invisible forms of light (e.g. ultraviolet) produced by the Sun

- translucent: the property of blocking or scattering some light so that not all of it passes through and there is no clear view of what lies behind it
- transparent: the property of allowing almost all light that falls on it to pass through, enabling a clear view of what lies behind it
- ultraviolet: a type of light, found in sunlight and not detectable by our eyes, which is harmful to our eyes and skin. Abbreviated as UV

RECOMMENDED TALKING POINTS:

Can you name three light sources in this room, and how do they differ from a mirror?
How does light travel from the lamp so that we are able to see things
What do the words transparent, translucent, and opaque mean
What actually is a shadow, and how is it made?
If you move closer to a torch, does your shadow get bigger or smaller?
Why does your shadow change length and move around during the day?
Why must we never look directly at the sun, and how do sunglasses help?

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

This half term, pupils will study Britain after the Romans and explore the key question: How did Christianity survive in the British Isles? The unit focuses on how religion changed following the Roman withdrawal from Britain and how Christian beliefs continued to develop across the British Isles.
Pupils will begin by learning about Roman Christianity in Britain, considering how Christianity became established during Roman rule. They will explore the influence of the Roman Empire on religion, the spread of Christian ideas, and the ways in which faith was practised in towns, settlements and communities.
The unit then examines the impact of the Roman withdrawal on the religion in England. Pupils will investigate what happened when the Romans left Britain and how this created uncertainty and change in political, social and religious life. They will consider why Christianity did not disappear completely and how some communities continued to preserve Christian worship and traditions.
A key focus of the half term is St Patrick and Christianity in Ireland. Pupils will learn about St Patrick's role in introducing and strengthening Christianity in Ireland, and how his work influenced the religious life of the island. This provides an opportunity to consider the importance of individual leaders in shaping historical change.
The study also explores the growth of Irish monasteries. Pupils will learn how monasteries became centres of worship, learning and manuscript production. They will consider the role of monks in preserving knowledge and spreading Christian teachings during a period of change and uncertainty.
Pupils will also investigate Irish missionaries and their role in spreading Christianity from Ireland to other parts of the British Isles. They will learn how missionaries travelled, taught and established religious communities, helping Christianity to survive the Romans' departure and expand in new ways.

VOCABULARY:

- Christianity – a religion based on the teachings of Jesus Christ.
- Roman Christianity – the form of Christianity practised and supported during the Roman period.
- Monastery – a place where monks live, pray and work together.
- Monk – a man who lives a religious life, often in a monastery.
- Missionary – a person who travels to teach and spread a religion.

RECOMMENDED TALKING POINTS:

What do you think life may have been like for Christians in Britain after the Romans left?
Why might Christianity have survived even when Roman control ended?
How did Roman Christianity help shape religious life in Britain?
What role did St Patrick play in the history of Christianity in Ireland?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This geography unit explores the United Kingdom as a diverse and changing place. Pupils begin by learning about the countries and regions of the UK, building a secure understanding of the UK's geography and how its parts fit together. They use maps, photographs and other sources to identify key places and recognise that the UK is made up of different areas with their own characteristics.

Children then look at images of the UK to compare places and notice similarities and differences between cities, towns, villages, coasts and rural areas. This helps them to develop visual geographical understanding and to think about how the UK is represented. The unit also introduces the idea of the UK moving in and out, encouraging pupils to consider population change through migration and travel, and how people arrive in and leave the country for different reasons.

A further focus is the impact of the UK's changing population. Pupils explore how population change affects schools, homes, jobs, transport and services. They consider how movement within the UK, such as people relocating between regions, can shape communities and influence the character of places. This supports children in understanding that geography is not just about landscapes, but also about people and how they live.

The unit also reveals the UK's global links, helping pupils to understand how the UK is connected to the wider world through trade, culture, communication and travel. This broadens their sense of place and encourages them to think about the UK as part of an interconnected global community.

VOCABULARY:

- United Kingdom
- country
- region
- population
- migration
- movement
- settlement
- community
- urban
- rural

RECOMMENDED TALKING POINTS:

How do the different countries and regions of the UK compare?
Why do people move into, out of, or within the UK?
How is the UK connected to the rest of the world?



SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

In this unit, students will be introduced to the concept of algorithms and how they are used to provide clear instructions for completing tasks and solving problems. They will explore how algorithms are not just used in computers but are also part of everyday life, helping people complete familiar activities such as following a recipe, getting ready for school, or completing a journey.
Students will learn that an algorithm is a set of ordered steps that must be followed to achieve a specific outcome. They will practise creating their own everyday algorithms by identifying the key steps needed to complete a task and organising instructions in the correct sequence. Through practical activities, students will develop their ability to give clear, precise instructions and understand how small changes to an algorithm can affect the final result.
The unit will also introduce students to simple computing algorithms and how computers use instructions to complete tasks. Students will explore basic programming concepts such as sequences, repetition, and simple decision-making through unplugged activities and age-appropriate coding tasks. They will begin to understand that computers follow instructions exactly and that algorithms need to be carefully planned and tested to work correctly.
Students will develop problem-solving skills by creating, predicting, testing, and improving their algorithms. They will learn how to identify errors (bugs) in instructions and make changes to improve their solutions. Activities will encourage teamwork, communication, and logical thinking as students explain their ideas and compare different ways of solving problems.

VOCABULARY:

- Sequence
- Predict
- Test
- Improve
- Evaluate
- Algorithm
- Program
- Debug
- Loop
- Code

RECOMMENDED TALKING POINTS:

How do we use algorithms every day without even realising it?
Why do computers need instructions to be clear and in the correct order?
How can we improve an algorithm when something does not work as expected?

SUBJECT: ART

CURRICULUM THIS HALF TERM:

This half term, pupils will explore the art unit of colour, pattern and shape through printmaking, learning how artists use repetition to create striking designs. Children will develop their understanding of how prints are made and how repeating images can form bold and eye-catching compositions. They will be introduced to the work of Andy Warhol, a well-known artist famous for his colourful prints and repeated images of everyday objects.

The unit will focus on how print designs are created, using simple techniques to build patterns through repetition. Pupils will explore how colour choices, layering, and alignment can affect the overall impact of their work. They will experiment with creating their own motifs inspired by natural or everyday objects, learning how to adapt and refine these into repeated designs.

Children will begin to understand how artists use bright colours, simplified shapes, and pattern to create visual impact, taking inspiration from Warhol's style. They will practise making accurate print designs, following set criteria and paying attention to detail to improve their outcomes.

Pupils will also explore how patterns are used in art and design, recognising how repetition can create rhythm and balance. They will be encouraged to evaluate their work and make improvements, developing resilience and attention to detail.

VOCABULARY:

- Printmaking – A way of making pictures by creating a design and transferring it onto another surface, such as paper.
- Primary Colours – The basic colours (red, blue, yellow) that cannot be mixed from other colours.
- Secondary Colours – Colours made by mixing primary colours (green, orange, purple).
- Composition – How parts of an artwork are arranged or organised.
- Motif – A repeated image or design used in a pattern.
- Layering – Placing one colour or print over another.
- Abstract – Art that does not try to look realistic but uses shapes, colours and patterns.
- Pop Art – A style of art that uses bold colours and images from everyday life, often repeated.

RECOMMENDED TALKING POINTS:

What shapes can you see in Andy Warhol's artwork, and how are they repeated?
How does repetition change the way a pattern looks?
Why do you think Andy Warhol used bright, bold colours in his prints?
What happens when you repeat the same image over and over again?



SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

Singing together – How songs unite us
This six-lesson unit explores the power of music to bring people together. Pupils investigate how songs can create a sense of unity in a range of settings, including sacred spaces, sports arenas and live concerts. They study songs built around the theme of togetherness and use the lyrics and musical features to shape an emotive and effective performance.
Across the unit, pupils develop both their singing and composing skills. They begin by singing in unison, learning how to contribute to a balanced, united choral sound. They then move on to reading and notating a simple three-note song using the pitches do, mi and so, developing their musical literacy alongside their listening skills.
As the unit progresses, pupils explore harmony in more depth. They learn how to add simple harmony to a song while maintaining vocal balance and ensemble awareness. They also take part in vocal improvisation, following a conductor and singing improvised phrases using do, mi and so in harmony with others. This helps them build confidence, responsiveness and musical independence.
Pupils are also given the opportunity to compose. Working collaboratively, they contribute to the creation of a three-note song using do, mi and so, drawing on their understanding of melody, structure and group performance. In the final lesson, they compose and perform a countermelody, combining their ideas with others to create songs in harmony as part of a choir.

VOCABULARY:

- **Choral** - an adjective relating to music written for or performed by a choir
- **Phrase** - a musical thought, like a sentence in a story
- **Pitch** - how high or low a note is
- **Harmony** - the combination of two or more notes played or sung together, creating a pleasing sound
- **Dynamics** - how loud or quiet the music is
- **Harmony** - the combination of two or more notes played or sung together, creating a pleasing sound

RECOMMENDED TALKING POINTS:

How does music help to bring people together in different settings?
What skills do pupils develop by singing in unison, adding harmony and improvising with do, mi and so?
Why is it important for pupils to work collaboratively when composing and performing as part of a choir?

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:

Game Play
Young people will learn to compare their performances with previous ones, demonstrating improvement as they strive to achieve their personal best. Students will practice throwing with accuracy and will explore various techniques for passing, dribbling, and shooting. They will also choose tactics for both defending and attacking, while learning to pass in different ways and gain possession by working collaboratively as a team. Throughout the lessons, they will engage in modified competitive invasion games applying basic principles of attacking and defending.

VOCABULARY:

- Suggestions
- Differentiate
- Resilience
- Feedback
- Co-operation
- Invasion
- Marking

RECOMMENDED TALKING POINTS:

Can you name some invasion games?
What are rules of any invasion games?
Why is resilience important when playing a game?
What is the role of an official/referee?
Why is marking important in invasion games?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 5 pupils will explore what Hindu people believe and how these beliefs influence their daily lives. They will learn about key Hindu beliefs, including the importance of Brahman, the Trimurti (Brahma, Vishnu and Shiva), and the ideas of karma and dharma. Pupils will discover how Hindus show their beliefs through worship, festivals, prayer and caring for others. Through discussion, storytelling and the study of Hindu traditions, children will develop their understanding of one of the world's oldest religions and reflect on the values and beliefs that are important to different people.

VOCABULARY:

- **Hinduism** – A major world religion followed by Hindus.
- **Hindu** – A person who follows Hinduism.
- **Brahman** – The supreme spiritual power in Hindu belief.
- **Brahma** – The Hindu god of creation.
- **Vishnu** – The Hindu god who preserves and protects the world.
- **Shiva** – The Hindu god associated with change and transformation.
- **Karma** – The belief that actions have consequences.
- **Dharma** – A person's duty or the right way to live.
- **Puja** – An act of Hindu worship.
- **Mandir** – A Hindu place of worship (temple).

RECOMMENDED TALKING POINTS:

What do Hindu people believe about God?
What is karma?
How do Hindus show their beliefs in everyday life?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

Friendships, stereotypes and bullying
In this Year 5 PSHE unit, pupils will explore the importance of respectful relationships and learn how positive friendships contribute to wellbeing, confidence and a sense of belonging. Children will consider the qualities of healthy relationships, including trust, respect, honesty, kindness and fairness, and how these help people build and maintain strong friendships.
Pupils will develop their understanding of bullying, including what it is, the different forms it can take and the impact it can have on individuals and communities. They will learn how to recognise bullying behaviour, understand the importance of speaking out and identify trusted adults who can provide support. Through discussion and practical scenarios, pupils will explore strategies for responding to bullying safely and effectively, both in person and online.
The unit also introduces pupils to the concept of stereotypes. Children will learn that stereotypes are assumptions made about people or groups and that these assumptions are often unfair or inaccurate. They will explore how stereotypes can influence attitudes and behaviour and consider the importance of treating people as individuals.
Pupils will also be encouraged to recognise and challenge prejudiced or extreme views in a safe and respectful way. They will learn how to think critically about messages they encounter, respect different perspectives and understand the value of diversity within their school and wider community.
Through reflection, discussion and collaborative activities, pupils will develop empathy and a stronger understanding of equality, respect and inclusion. They will learn how their actions and words can influence others and how they can contribute to creating a positive, supportive and welcoming environment for everyone.

VOCABULARY:

- Impact
- Recognise
- Respond
- Influence
- Challenge
- Critical
- Collaborative
- Equality
- Reflection

RECOMMENDED TALKING POINTS:

What makes a respectful and healthy relationship?
How can we recognise, respond to and prevent bullying?
How can we challenge stereotypes, prejudice and discrimination respectfully?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In Year 5 Spanish, children will learn the names of the four seasons in Spanish: primavera (spring), verano (summer), otoño (autumn) and invierno (winter). This learning follows the aims of the National Curriculum, helping pupils to understand and respond to spoken and written language, develop accurate pronunciation, and build confidence in using simple vocabulary.

For pupils learning will be carefully adapted to ensure success. Children will learn through visual aids, pictures, symbols, games, songs, actions, repetition and practical activities. Vocabulary will be introduced in small steps and revisited regularly to support memory and understanding.

Pupils will listen to the Spanish words for the seasons and practise saying them aloud. They will match words to pictures, identify the seasons in simple texts, and answer questions such as ¿Cuál es tu estación favorita? (Which is your favourite season?). Children will be encouraged to respond using simple phrases, for example, Me gusta el verano (I like summer).

Lessons will also explore weather and seasonal changes, helping pupils to make links between Spanish vocabulary and their everyday experiences. Activities may include sorting pictures, creating seasonal displays, singing songs, role play, and completing simple worksheets with support where needed.

Success will be measured through participation, recognition of key vocabulary, growing confidence in speaking, and the ability to communicate simple ideas. Teachers will provide modelling, scaffolding, word banks and additional adult support where appropriate.

VOCABULARY:

- La primavera – Spring
- El verano – Summer
- El otoño – Autumn
- El invierno – Winter

Weather Vocabulary

- Hace sol – It is sunny
- Hace calor – It is hot
- Hace frío – It is cold
- Llueve – It is raining
- Nieva – It is snowing
- Hace viento – It is windy

RECOMMENDED TALKING POINTS:

¿Cuál es tu estación favorita? *What is your favourite season?*
¿Qué estación es? *Which season is it?*
¿Hace frío o hace calor en verano? *Is it cold or hot in summer?*

SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

In this half term, pupils will explore the idea that people have different jobs and roles within the local community. They will begin to recognise that workplaces are varied, that many careers help communities function effectively, and that adults use a range of skills, qualities and knowledge in their working lives. Pupils will be encouraged to identify familiar local services and occupations, such as teachers, shop workers, healthcare staff, postal workers, builders, firefighters and council employees, and to consider how these roles support everyday life. This topic also helps pupils to develop respect for different types of work and to understand that aspirations can be shaped by interests, strengths and personal values.

VOCABULARY:

- **Career** – the jobs and roles a person may do during their working life.
- **Occupation** – a person's job or profession.
- **Employer** – a person or organisation that gives people work.
- **Employee** – a person who is paid to work for an employer.
- **Community** – the people and places in a local area.
- **Workplace** – the place where someone does their job.
- **Skills** – abilities that help a person do a job well.
- **Qualifications** – certificates or learning achievements needed for certain jobs.
- **Responsibility** – a duty or task that someone must carry out.
- **Teamwork** – working well with other people to achieve a shared aim.

RECOMMENDED TALKING POINTS:

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