

Year 5 Curriculum Overview Cycle B, Spring 2, 2025

Reading	Writing	Maths	Science (continued from last half term)
Texts:	Text Drivers:	Key Learning:	Enquiry Question: What is electricity and
Hidden Figures by Margot Lee Shetterly	Fantastic beasts and where to find them by	Count backwards through zero to include negative	how do we use it?
A Year of poetry by Joseph Coelho	JK Rowling	numbers.	
A Year of poetry by Joseph Coelho Key Learning: Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation). Compare and discuss accounts of the same event through different character viewpoints. Explore a similar theme or topic written in a different genre. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Recognise texts that contain features	JK Rowling The Lady of Shalott by Alfred Tennyson Key Learning: Use the possessive apostrophe (singular) Add suffixes to spell longer words, including –ful, –less (to create adjectives). Spell more words with contracted forms. Distinguish between homophones and near homophones. Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Proof-read to check for errors in spelling, grammar and punctuation. Show an awareness of purpose and an emerging awareness of audience. Use adventurous vocabulary appropriate to task. Link related sentences through the use of pronouns and adverbials where appropriate. Write commands using the imperative form of a verb. Use subordinating conjunctions (when/ if /that /because). Use commas to separate items in a list.	numbers. Understand negative numbers as part of the number system and how they relate to other numbers including decimals. Interpret a range of tables and graphs including bar charts and time graphs. Develop knowledge of the relationship between ml and litres. Develop knowledge of 3D shapes and their properties. Understand percentage, decimals and fractions and part/whole relationships. Recall of number bonds, doubles and near doubles to apply to mental strategies. Understand formal written methods for addition and subtraction. Add and subtract fractions with the same denominator. Rules of rounding to support estimations. Multiplication and division facts with a particular focus on using known facts to derive unknown facts. Use a variety of mental methods to solve problems e.g. using the inverse relationship between multiplication and division, using halving and doubling, finding quarters by halving and halving again etc.	 Knowledge/understanding: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram Skill(s)/process(es): Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Use test results to make predictions to set up further comparative and fair tests Identify scientific evidence that has been used to support or refute ideas or arguments
or demonstrate shifts in formality.	letters are missing in spelling. Use the suffixes –er, -est, in adjectives.		Begin longitudinal study.

RE	PSHE	DT	PE	Computing	History
Concept:	Unit Name:	Unit Name:	Unit Name:	Unit Name:	Unit Name:
Salvation – What did Jesus	Rights and Respect	Crumble	Dance	Crumble	Greek Legacies (continued
do to save us?					from last term)
	Key Learning:	Key Learning:	Key Learning:	Key Learning:	
Key learning:	Identify, write and discuss	Program a crumble pack to	Develop flexibility, strength,	Design, write and debug	Key Learning:
Outline the timeline of the	issues currently in the media	control lights using	technique, control and	programs that accomplish	What is Legacy?
'big story' of the Bible,	concerning health and	programming software	balance.	specific goals, including	What do we know about the
explaining how Incarnation	wellbeing;		Perform dances using a	controlling or simulating	Greeks?
and Salvation fit within it.	Express their opinions on an		range of movement	physical systems; solve	How are the Greeks
Explain what Christians	issue concerning health and		patterns.	problems by decomposing	remembered?
mean when they say that	wellbeing;		Compare their performances	them into smaller parts.	
lesus' death was a	Make recommendations on		with previous ones and	Use sequence, selection, and	Take part in an
sacrifice. using	an issue concerning health		demonstrate improvement	repetition in programs;	archaeological dig, uncover,
theological terms.	and wellbeing.		to achieve their personal	work with variables and	sketch and ask questions
	Understand the difference		best.	various forms of input and	about the artefacts you find.
Suggest meanings for	between a fact and an			output.	
narratives of Jesus death/	opinion;			Use logical reasoning to	Look at Ancient Greek
the sin ideas with wave in	Understand what biased		Unit Name:	explain how some simple	democracy – discuss how
uneir ideas with ways in	reporting is and the need to		Tennis	algorithms work and to	this is where it started and
these texts	think critically about things			detect and correct errors	the similarities with our
these texts.	we read.		Key Learning:	in algorithms and programs	current systems
Make clear connections	Explain what we mean by the		Improve hand eye		
between the Christian	terms voluntary, community		coordination and basic	Apply this to program a	
belief in Jesus' death as a	and pressure (action) group;		racket skills	crumble pack to control	
sacrifice and how	Give examples of voluntary		Learn different techniques to	lights using programming	
Christians celebrate Holy	groups, the kind of work they		hit the ball and improve	software	
Communion/Lord's	do and its value.		accuracy		
Supper.	Define the differences				
Show how Christians put	between responsibilities,				
their beliefs into practice.	rights and duties;				
Weigh up the value and	Discuss what can make them				
impact of ideas of sacrifice in	difficult to follow;				
their own lives and the	Identify the impact on				
world today.	individuals and the wider				
	community if responsibilities				
	are not carried out.				
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