



What We Are Learning

Spring Term 2026

Year 5

English

Spring Term 1 & 2

'There's A Boy in the Girls' Bathroom' by Louis Sachar

- Continued development of VIPERS skills
- Empathy and understanding for characters facing different challenges
- Tracking how characters change over time
- Knowledge of vocabulary: Americanisms
- Features of informal writing
- Features of formal writing

Key vocabulary: Attitude, empathy, Americanism, Humour, Viewpoint

Through the study of English, your child will be expected to develop the following skills:

Skills

- Inference – understanding how characters feel and why they make certain choices based on clues from the text.
- Writing informally – using knowledge of the difference between formal and informal language to make appropriate choices for the extended writing task.

Parents can support their child by watching or reading about the film *Inside Out* – this film personifies five key emotions as they control how the main character thinks and behaves. You could ask your child how this relates to Bradley (the main character in their class reader).

Spring Term**Multiplication and division**

- Multiply up to a 4-digit number by a 1-digit number
- Multiply a 2-digit number by a 2-digit number (area model)
- Multiply a 2-digit number by a 2-digit number
- Multiply a 3-digit number by a 2-digit number
- Multiply a 4-digit number by a 2-digit number
- Solve problems with multiplication
- Short division
- Divide a 4-digit number by a 1-digit number
- Divide with remainders
- Efficient division
- Solve problems with multiplication and division

Fractions

- Multiply a unit fraction by an integer
- Multiply a non-unit fraction by an integer
- Multiply a mixed number by an integer
- Calculate a fraction of a quantity
- Fraction of an amount
- Find the whole
- Use fractions as operators

Decimals and percentages

- Decimals up to 2 decimal places
- Equivalent fractions and decimals (tenths)
- Equivalent fractions and decimals (hundredths)
- Equivalent fractions and decimals
- Thousandths as fractions
- Thousandths as decimals
- Thousandths on a place value chart
- Order and compare decimals (same number of decimal places)
- Order and compare any decimals with up to 3 decimal places
- Round to the nearest whole number
- Round to 1 decimal place
- Understand percentages
- Percentages as fractions
- Percentages as decimals
- Equivalent fractions, decimals and percentages

Perimeter and area

- Perimeter of rectangles
- Perimeter of rectilinear shapes
- Perimeter of polygons
- Area of rectangles
- Area of compound shapes
- Estimate area

Statistics

- Draw line graphs
- Read and interpret line graphs
- Read and interpret tables
- Two-way tables
- Read and interpret timetables

Through the study of maths, your child will be expected to develop the following skills:

Skills

- Understanding and using numbers confidently, including whole numbers, fractions, decimals, and percentages.
- Estimation and approximation to check the reasonableness of answers.
- Mental arithmetic skills for quick calculations.
- Identifying what a question is asking and choosing appropriate methods to solve it.
- Breaking down complex problems into smaller, manageable steps.
- Logical reasoning to approach unfamiliar problems.
- Working in pairs or groups to solve problems collaboratively.
- Sharing and comparing solutions, fostering deeper understanding.

Parents can support their child by incorporating maths into everyday activities e.g. Use shopping trips to practice addition, subtraction, and working with money. For example, ask your child to calculate the total cost or change needed. Cooking or baking together can teach measurement, fractions, and proportions. Use travel time to explore time calculations, such as estimating arrival times or working out how long a journey will take. Practise times tables and mental maths - pose everyday puzzles or challenges, such as, "If we need 24 cupcakes and each tray holds 6, how many trays do we need?"

Spring Term**Material world:**

- Exploring properties of different materials and linking this to their function
- Looking at various ways of separating mixtures- with a focus on soluble and insoluble substances
- Explaining the difference between chemical and physical changes

Key vocabulary: solution, separate, evaporation, filtration, properties

Out of this World:

- Naming planets of our solar system in the correct order.
- The movement of the planets around the sun
- The movement of the moon around the Earth
- Using the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Key vocabulary: planets, geocentric, heliocentric, orbit, rotate, axis.

Through the study of Science, your child will be expected to develop the following skills:

Skills

- Laboratory write up skills with an emphasis on developing their predictions and conclusions
- Using a variety of equipment safely
- Making a classification key
- Use secondary resources for research
- Create and use models to deepen their understanding
- Use their literacy skills to create a space story from a stimulus

Parents can support their child by encouraging pupils to share and discuss their work at home- reinforcing learning by teaching others. Science can be incorporated into everyday life. For example, asking your child why an object is made from a particular material or looking at the moon to see how the illuminated part changes over the month.

Spring Term**Funky Fish****Designing**

- To be able describe the key differences between fish.
- To create a title page showing key features of a fish. This must show creativity and cool colours.
- To be able to create an accurate observational drawing page using tone and texture to show form and shape.
- To create a Zentangle piece of art showing use of different sized patterns.
- To interpret what has been learnt about the features of fish to design their own fish.

Making and Evaluating

- To create a collage showing various different collage techniques and mixed medias.
- To create a wax resist, focusing on size and pattern.
- To use clay work techniques and tools to make a clay model, showing 3D parts, detail and texture.
- To evaluate final piece explaining in detail what has gone well and what to improve.
- To show an understanding of skills and techniques learnt within the topic

Through the study of art, your child will be expected to develop the following skills:

Skills

- Working with different mediums – wax and clay
- Evaluation of produced work

Parents can support their child by encouraging creativity at home or by visiting a local art exhibition such as at the Higgins Museum in Bedford.

Spring 1

Puppetry:

- Manipulation of Puppets:
 - *Creating Characters – simple puppet making*
 - *Movement – breath and weight*
 - *Physical Expression*
 - *Storytelling*
 - *Focus of puppeteer and audience*
- Professional Practice:
 - *Puppetry Workshop with Professional Theatre Puppeteer*
 - *Insights into theatre industry*
 - *Experience of watching professional theatre production – The King's Polar Bear*
- Shadow Puppetry:
 - *Storytelling skills*
 - *Use of light and shadow*
 - *Designing and creating settings*

Through the study of drama, your child will be expected to develop the following skills:

Skills

CREATING

- Storytelling – narrative structure, mood, clarity and audience engagement.
- Puppet Making.
- Physical acting through puppets – breath, weight, movement, expression, focus.
- Effective collaborative communication skills within creative groups.

PERFORMING

- Puppet manipulation within performance.
- Clear storytelling through narration and use of puppets.
- Use of light and distance to create effects in shadow puppet sequences.
- Sustained focus throughout performance.

REFLECTING

- Identifying areas of achievement and development within the creative process.
- Identifying areas for improvement in own and others' work.

Parents can support their child by...

- Encouraging pupils to share and discuss their puppetry work at home – reinforcing learning by teaching others.
- Watching and discussing examples of puppet or puppetry style sequences in film, such as Muppet Christmas Carol and the Deathly Hallows animation sequence in Harry Potter and the Deathly Hallows Part 1 or examples on Youtube e.g. <https://youtu.be/tj1EGbNKBho?feature=shared>
- Reinforcing the usefulness of drama skills in other areas of life such as careers, including confidence, creative thinking, teamwork, problem solving, communication and presentation skills.
- Going to the theatre and seeing a live puppetry show. There are some fantastic companies such as Little Angel Theatre and Puppet Theatre Barge in London.

Cooking and Nutrition

Pupils make various recipes using oven and hob.

Key activities include

- H&S in D&T and Food Room
- Healthy eating & nutrition
- Use of hob and oven
- Following basic recipes
- Source and sustainability of materials
- Basic cutting & chopping skills

Through the study of cooking and nutrition, your child will be expected to develop the following skills:

Skills	
Week commencing	Lesson Year 5
7/01/26-13/01/26	Booklet health and safety
14/01/26- 17/01/26	Fruit Salad - Chopping Skills/safety/timing/healthy eating
20/01/26- 24/01/26	Cous-cous - Chopping skills/safety/timing/healthy eating
27/01/26-31/01/26	Pizza toast - Using grill/grating/safety/presentation
3/02/26-7/02/26	Chocolate crunch - Using hob/safety/presentation/timing
10/02/26-14/02/26	Scones - Oven/safety/rubbing in method/sizing
Half Term	Half Term
24/02/26-28/02/26	Fruity Buns - Oven/safety/rubbing in/sizing
3/03/26-7/03/26	Crumble - Oven/safety/rubbing in/chopping/peeling
10/03/26-14/03/26	Assessment Planning- Time /following brief/planning/ healthy eating
17/03/26-21/03/26	Assessment Making - Chopping/ independent working/grating/peeling/presentation
24/03/26-28/03/26	Scone Based Pizza Assessment - Rubbing in method/independent following recipe/chopping/oven safety/timing
31/03/26-4/04/26	Fairy Cakes Creaming method/ oven safety/sizing/beating
All dairy/meat put in the fridge at the beginning of the day.	Labelled container and oven proof dish will be needed for crumble.

Parents can support by reading recipe prior to learning, weighing ingredients and taking pupils to purchase ingredients with adult support. Pupils could also read recipe books and support with washing up at home.

Product Design

Pupils create a pocket game made from acrylic.

Pupils are taught how to think creatively and produce their own designs.

Key activities include:

- Health and safety in D&T and the workshop.
- How to create initial designs.
- How to draw freehand.
- Shading & annotation skills.
- Development of designs.
- Final design with use of scale.
- Using basic hand tools and practical skills.
- How to create a quality finish when using acrylic.
- Learning and applying some of the qualities of acrylic.

Textiles

Pupils create a Hand Puppet made from felt.

Pupils are taught how to think creatively and produce their own designs.

Key activities include:

- H&S in D&T and Textiles Room
- How to create initial designs.
- How to draw freehand.
- Shading & annotation skills.
- Development of designs.
- Final design with use of scale.
- Basic hand sewing techniques.
- Applique.
- The properties and use of felt.
- Introduction to different materials.

Through the study of product design and textiles, your child will be expected to develop the following skills:

Skills

- Drawing, shading and annotation skills.
- How to accurately measure, mark out and cut various materials.
- How to construct and assemble different materials.
- How to create a good quality finish.

Parents can support their child by encouraging their child to draw, help with any DIY activities and generally be creative through playing construction games e.g. plasticine, Lego, etc.

Spring Term 1**As-tu un animal?**

- Vocabulary for a range of animals.
- Dictionary skills.
- The verb avoir used in conjunction with talking about what animals we have and what animals other people have.
- Saying what our pets are called.
- Using negatives to say we don't have certain pets.
- Using colours to describe our pets.
- Using basic connectives (et & mais) to develop our sentences about pets.

Spring Term 2**En classe**

- Vocabulary for different school items
- Using the verb avoir to say what school items we have and we don't have.
- Identifying classroom items in French, using the key constructions:
- Il y a
- Il n'y a pas de.
- Using colours to describe classroom items and understanding basic adjectival agreements in French.
- Classroom commands.

Through the study of French, your child will be expected to develop the following skills:

Skills

- Being able to use the structures taught in class.
- Some will be able to extend their sentences.
- Able to use connectives and adjectives.

Parents can support their child by accessing the available resources on Google Classrooms, such as Linguascope.

Spring Term - Geography**Magnificent Mountains**

In this geography unit, children will learn how mountains are made. The various resources, activities and lesson materials will teach pupils about the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment, either locally or somewhere else, and to evaluate the impact that tourism has on a mountainous region.

Through the study of geography, your child will be expected to develop the following skills:

Skills

- Using maps, atlases, and digital mapping tools to locate mountain ranges and identify their features.
- Interpreting physical geography diagrams and cross-sections to understand how mountains are formed.
- Analysing data about mountainous environments, such as climate patterns and tourist activity.
- Parents can support their child by exploring the local geography of the Greensand Ridge: Take a walk along the Greensand Ridge, a prominent elevated area near Ampthill. Research and discuss how it was formed (a sandstone escarpment shaped by ancient geological processes) and compare its features to those of mountainous regions.
- Ampthill Park: Explore the park's hills and discuss how smaller landforms differ from larger mountain ranges yet still reveal processes like erosion and weathering.

Spring Term 1 - Ancient Greece

Continuing the learning about Ancient Greece, we will be exploring its daily life, religion, democracy, Olympic Games, and battles. Pupils will consider the lasting legacies of Ancient Greece - such as democracy, architecture, language, and sport - and reflect on how these continue to influence our lives today.

Through the study of history, your child will be expected to develop the following skills:

Skills

- **Chronological understanding** – placing Ancient Greece on a timeline and understanding how it fits into the wider story of world history.
- **Historical enquiry** – asking questions about the past and using evidence to find answers.
- **Source analysis** – examining artefacts, images, stories, and written sources to work out what they tell us about life in Ancient Greece.
- **Cause and consequence** – understanding why events happened and what impact they had, both at the time and in the long term.
- **Similarity and difference** – comparing different Greek city-states (such as Athens and Sparta) and contrasting Ancient Greek life with life today.
- **Use of historical vocabulary** – confidently using key terms related to Ancient Greece (e.g. democracy, polis, Olympics).
- **Communication skills** – explaining ideas clearly through discussion, writing, and creative activities.

Parents can support their child by:

- Reading books or myths linked to Ancient Greece to build interest and vocabulary.
- Making links between Ancient Greece and the modern world (e.g. democracy, the Olympics).
- Watching child-friendly programmes or visit museums (in person or online) to bring learning to life.

Spring Term 2 – The Kingdom of Benin

In this unit, pupils learn about the Kingdom of Benin in West Africa and explore its history, culture, achievements, and legacy. They will study Benin's rulers, art (including the Benin Bronzes), trade networks, and daily life, as well as the impact of European contact and British involvement. The unit challenges misconceptions and helps pupils understand Benin as a powerful and sophisticated society.

Through the study of history, your child will be expected to develop the following skills:

- Chronological understanding and placing Benin within a wider world timeline
- Historical enquiry and asking questions about the past
- Source analysis using artefacts, images, and written sources
- Understanding cause and consequence, particularly around trade and conflict
- Making comparisons between different societies and time periods
- Using appropriate historical vocabulary
- Explaining ideas clearly through discussion and written work

Parents can support their child by:

- Talking with your child about what they are learning and encourage them to explain key ideas
- Reading age-appropriate books or watch child-friendly videos about African history
- Discussing the importance of artefacts and museums, including the Benin Bronzes

Music	Spring Term 1 • Keyboard skills • Technique, notes of the stave and keyboard and performance of melodies • Finger coordination and developing patient practice skills	
	Spring Term 2 • Instruments of the orchestra • Recognition of the instruments of the orchestra and composing a fanfare	
	Through the study of music, your child will be expected to develop the following skills:	
	<table><tr><th>Skills</th></tr><tr><td> • Learning how to play the keyboard focused on finger control (appropriate / correct fingers being used) • Developing patient and consistent practice skills • Performing in time and building confidence • Knowing the families of instruments in an orchestra and recognising the sound of the individual instruments • Using the keyboard to create and perform musical patterns </td></tr></table>	Skills
Skills		
• Learning how to play the keyboard focused on finger control (appropriate / correct fingers being used) • Developing patient and consistent practice skills • Performing in time and building confidence • Knowing the families of instruments in an orchestra and recognising the sound of the individual instruments • Using the keyboard to create and perform musical patterns		
Parents can support their child by encouraging them to practice the keyboard materials where a keyboard or piano is available at home. The lesson materials will be available through the Yumu website, and the pupils have their own logins. Alongside this, there are extra materials for keyboard learning on the extracurricular music website, which can be accessed their music class on google classroom. For the instruments of the orchestra, if you can play classic FM or radio 3 and ask your child which instruments they are hearing and how does the music make them feel, this would help them to begin to evaluate their understanding and test their skills.		
PE	Spring Term 1 • The Power of Positivity through Dacne/Pickleball/Tag Rugby	
	Spring Term 2 • Effective teams through Handball • Pickleball/Tag-Rugby	
	Through the study of PE, your child will be expected to develop the following skills:	
	<table><tr><th>Skills</th></tr><tr><td> • Physical literacy, linked to the appropriate sport/activity • Concept development of self-reflection and improvement • Developed knowledge and understanding of rules, techniques and tactics in specific sports and physical activities </td></tr></table>	Skills
Skills		
• Physical literacy, linked to the appropriate sport/activity • Concept development of self-reflection and improvement • Developed knowledge and understanding of rules, techniques and tactics in specific sports and physical activities		
Parents can support their child by promoting and supporting healthy lifestyle choices, encouraging daily activity and exercise and involvement in sport and physical activity outside of school. They can also support with the development of understanding by asking children about their PE lessons and how they would like to improve.		

Spring 1**Hinduism**

Pupils will examine key Hindu beliefs such as dharma (duty), karma (action and consequence), samsara (cycle of rebirth), and moksha (liberation). They will consider how beliefs about dharma and karma shape Hindu practices, such as the four aims of life and the stages of life. They will learn about the religious rituals and festivals of this religion. Finally, pupils will reflect on how these beliefs influence individuals and society, offering their own perspectives while recognising diverse viewpoints.

Spring 2**Islam**

Pupils will explore the question, "How is faith expressed in Islam?" by examining key Muslim beliefs, including tawhid (the oneness of God), the Prophet Muhammad as the Messenger, and the Qur'an as the message. They will learn how sources of authority, such as the Qur'an and the example of Muhammad, guide practices like the Five Pillars and Hajj. Pupils will analyse how these beliefs shape worship through festivals, mosques, and Islamic art, and explore how Muslims put their faith into practice in diverse ways. Finally, they will reflect on what it means to be a Muslim in Britain today, offering their own insights and considering different perspectives.

Through the study of RE, your child will be expected to develop the following skills:

Skills

- Cultural Awareness: Recognising and respecting the diversity of religious traditions and worldviews.
- Self-Awareness: Reflecting on their own beliefs, values, and experiences in light of what they learn.
- Moral development: Exploring ethical questions and considering how religious teachings can inform their own decision-making.

Parents can support their child by encouraging discussion - ask your child what they've been learning in RE and discuss their thoughts and feelings. Questions like, *"What do you think about that belief or idea?"* or *"How does this relate to our own experiences?"* can spark meaningful conversations. Be open to questions: Let your child ask questions about religion, even if they are challenging or philosophical, and explore the answers together.

Spring Term**Year 5 – Relationship and Sex Education****Spring 1 – Relationship and Sex Education**

- Celebrating families and the relationships which are held within that
- Emotional changes during puberty
- Physical changes during puberty
- PANTS – The underwear rule
- The importance of cleanliness and hygiene

Spring 2 – Health and Wellbeing

- Balanced Diet
- Making good food choices
- Importance of exercise
- Recognise and care for people with mental health issues
- Stress and how to relax techniques.

Through the study of PSHE, your child will be expected to develop the following skills:

Skills

- Developing emotional literacy
- Understanding of others' emotions and feelings, as well as knowing how to support a peer or where to access support for themselves.
- Knowing the importance of looking after their bodies and how to do this effectively.

Parents can support their child by providing a positive environment, so they feel able to ask questions about the topic and their bodies. Go through where any sanitary products are kept in the bathroom, so they know where they are if and when they are needed.