

Year 5 – Spring Overview

Maths:

- To compare and order fractions whose denominators are multiples of the same number.
- To identify, name and write equivalent fractions.
- To recognise mixed numbers and improper fractions and convert from one form to the other.
- To add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- To multiply proper fractions and mixed numbers by whole numbers.
- To read and write decimal numbers as fractions.
- To read, write, order and compare numbers with up to three decimal places.
- To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- To round decimals with two decimal places to the nearest whole number and to one decimal place.
- To solve problems involving number up to three decimal places.
- To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- To recognise the percent symbol and understand that percent relates to 'number of parts per hundred'.
- To write percentages as a fraction and as a decimal.
- To solve problems involving fractions, decimals and percentages.

English:

- To use brackets, commas and dashes for parenthesis.
- To use expanded noun phrases.
- To use apostrophes to show possession.
- To understand the difference between a coordinating conjunction and subordinating conjunction.
- To identify and use the singular and plural forms of a noun.
- To plan, draft and edit fictional texts.
- To describe characters and settings in fictional writing.
- To identify, evaluate and adapt the features of explanation and discussion texts.
- To recognise vocabulary and structures that are appropriate for formal writing.
- To select appropriate vocabulary, understanding how such choices can change and enhance meaning.
- To prepare poems to read aloud and perform, using appropriate intonation, tone and volume.
- To identify and use the features of fables.

Science:

Life Cycles:

- To know that flowering plants reproduce.
- To name the parts of a flowering plant.
- To explain the process of pollination.
- To test conditions in which seeds germinate.
- To know that living things have a life cycle of birth, growth, reproduction and death.
- To compare the life processes of an amphibian and an insect.
- To compare the life processes of a mammal and a bird.

Human Development:

- To know that living things have a life cycle of birth, growth, reproduction and death
- To describe the changes as humans develop to old age.
- To present a timeline to show the stages of development in humans.
- To compare human development with other animals.

Computing:

- To input direct instructions to control a device.
- To use ICT based models and simulations to explore patterns and relationships.
- To make predictions about the consequences of their decisions.
- To control more than one output device.
- To use simple control language.
- To design and write programmes that accomplish specific goals, including controlling or stimulating physical systems.
- To solve problems by decomposing them into smaller parts.
- To use sequence, selection, and repetition programs.
- To work with variables and various forms of output and input.

Geography:

- To understand what climate zones are.
- To know the different climate zones.
- To identify the position and significance of the equator and hemispheres.
- To identify biomes and vegetation belts.
- To describe and understand key aspects of human geography.
- To know what natural resources are and how they are distributed.
- To understand how natural resources can be produced in our local area.
- To describe and understand key aspects of human geography: the water cycle.
- To know that water is a reusable source.
- To be able to explain how the water cycle works.

Religious Education:

- To identify times when words are used symbolically or metaphorically (eg. in parables or fables).
- To identify when words describe things that really happened and when words are used symbolically or metaphorically.
- To describe different ways in which religious beliefs are expressed.

- To develop an understanding of Palm Sunday.
- To suggest meanings for the story of The Last Supper and make links with Holy Communion.
- To consider how they treat others and the impact of their behaviour on others.
- To suggest meanings for the story of the end of Jesus' life and make links with Christian rituals for Good Friday.
- To suggest meanings for the story of Jesus' resurrection and make links with Christian rituals for Easter day.

Music:

- To listen to and give opinions about a song.
- To learn to play a tune.
- To improvise tunes using instruments.
- To develop an awareness of their contributions to music such as leading others, taking a solo part or providing rhythmic support.
- To play a simple rhythm using crotchets, quavers and crotchet rests.
- To combine skills practised in a duet.

Physical Education:

Tennis:

- To know how to warm up for net games and why warming up is important.
- To develop the range and consistency of skills in net games, including how to volley.
- To choose a range of tactics and strategies (eg. choosing different shots to hit the ball into court).
- To follow rules for net games, using knowledge of attack and defence.
- To evaluate performance and practise with a partner to improve standard of play.
- To create their own net game.

Basketball:

- To demonstrate control over the ball.
- To be able to dribble a ball and to maintain control while moving with the ball.
- To practise a range of passing skills.
- To practise blocking techniques (defence).
- To choose, perform and combine skills (footwork).
- To choose, perform and combine skills (creating space).

Hockey:

- To develop dribbling skills.
- To become more accurate with passing and receiving skills.
- To practise a range of skills for changing direction.
- To choose, combine and perform skills fluently and effectively in tasks/games.
- To understand and apply a range of tactics and strategies for attacking as part of a team.

D&T:

- To apply new skills in designing and making structures.
- To join and combine materials and components accurately in temporary and permanent ways.
- To evaluate work and identify strengths and areas for development.
- To seek information from a wide range of sources on different structures and how materials and components have been used to support things.
- To be aware of the characteristics of different yarns, threads and fabrics.
- To evaluate the stability of different types of shelters.
- To develop a range of sewing skills and finishes.

PSHE:

- To be able to identify their own strengths and skills, those of others and know how these can complement each other.
- To be able to talk about skills they would like to develop and hopes for the future.
- To know some skills which might be useful in a range of jobs.
- To communicate effectively.
- To recognise influences on their decision making, including the media.
- To be able to recognise aspects of their identity and understand how other people can influence their perception of themselves.
- To recognise the negative effects of stereotyping and prejudice.
- To know about how they and others contribute to their community.
- To understand some ways of caring for the environment and the contribution they can make.

British Values: We will be focusing on the rule of law this half term.