

Year 5 – Spring 1 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 multiply and divide numbers up to four digits by a one or two digit number using a formal written method, including long multiplication for two digit numbers.
- To divide numbers up to four digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- To solve problems that involve addition and subtraction, multiplication and division and a combination of these.

English:

- To use brackets, commas and dashes for parenthesis.
- To use expanded noun phrases.
- To use apostrophes to show possession.
- To identify a range of adverbs.
- 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.

Science:

- To describe the life process of reproduction in some plants.
- To describe the life process of reproduction in some animals.
- To describe the differences in the life-cycles of a mammal, amphibian, insect and bird.

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.

Religious Education:

- To identify times when words are used symbolically or metaphorically (e.g. 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.

Music:

- To listen to and give opinions about a song.
- To learn to play a tune.
- To improvise tunes using instruments and build on these skills.

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 (e.g. 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).

PSHE:

- To understand and practise some skills of a good communicator.
- To be able to give and receive positive and constructive feedback.
- To understand and develop effective group work skills.
- To be aware of the range of different strengths and skills people bring to a group.
- To be aware of how their strengths may be useful for a range of different careers in the future.
- To recognise influences on their decision making, including the media.
- To be able to persevere and overcome barriers.
- To be able to challenge themselves and others to work on developing new skills.

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