

Music

Charanga:

Make you feel my Love
Fresh Prince of Bel Air

R.E

From Galilee to Jerusalem
To the ends of the Earth

Science

Properties and changes of materials

compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

demonstrate that dissolving, mixing and changes of state are reversible changes

explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

English

Reading Quality Text:

Fiction: Floodland- Marcus Sedgwick (Modern Fiction- Dystopian)
Skellig- David Almond (Modern Fiction- Fantasy)

Non-Fiction text: Various Owls/Birds books related to Skellig

Writing outcomes

Fiction: Narrative, Descriptive writing

Non-Fiction: Persuasive Speech, Discussion, Recount
+ opportunities for free writing and writing in role

Poetry: 'Russian Doll' linked to Skellig

PE

Rugby
O.A.A
Dance

MFL

Italian

ART/DT

Art – Painting – mixed media
Art – Craft and design - Architecture

Computing

Spreadsheets
Coding

History

Vikings

NC Objective: Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people.

Find evidence and make inferences from sources. Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements.

Tudors:

NC Objective: Extract information about Henry VIII from sources. Explain their interpretation of Henry VIII using evidence from sources. Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period. Reflect on the role of absolute power in the Tudor period.

Describe why royal progresses are considered propaganda. Consider the reliability of primary sources. Write an eyewitness account of Elizabeth I's Worcester Progress. Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians.

Use their knowledge of inventories, to create a realistic Tudor

Year 5 Curriculum Map

Spring Term 2026

Mrs Chodnicki and Mr Hall

Maths

Number – multiplication and division

Multiply and divide numbers mentally drawing upon known facts.

Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.

Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.

Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

Number – fractions

Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $25 + 45 = 65 = 1 \frac{15}{25}$]

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number: decimals and percentages.

Read, write, order and compare numbers with up to three decimal places.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Solve problems involving number up to three decimal places.

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25.

Computing

Spreadsheets: To refresh and extend understanding of formulae and functions from previous learning.

To use formulae in 2Calculate to convert measurements between different units.

To use 2Calculate to create and interpret line graphs that show how data changes over time.

To analyse weather data by using spreadsheets to identify patterns.

To use spreadsheets to plan and budget for an event.

To use a spreadsheet to plan a holiday.

Coding: To understand some ways that code can be simplified so that it is easier to read and runs more efficiently.

To program a computer simulation using 2Code.

To know what decomposition and abstraction are in Computer Science.

To understand what a function is and how functions work in code.

To understand what datatypes are and how they are used when coding with variables.

To read code, predict outcomes and identify and fix bugs.

ART/DT

Spring 1 (Art)

1. To explore how a drawing can be developed.
2. To combine materials for effect.
3. To identify the features of self-portraits.
4. To develop ideas towards an outcome by experimenting with materials and techniques.
5. To apply knowledge and skills to create a mixed media self-portrait.
6. Assessment – Portraits

Spring 2 (Art)

1. To apply observational drawing skills to interpret forms accurately.
2. To apply composition skills to develop a drawing into print.
3. To apply an understanding of architecture to design a building.
4. To extend design ideas through research and sketchbook use.
5. To design a monument.
6. To evaluate my design.

PE – Get Set 4 PE

Rugby

- To develop attacking principles, understanding when to run and when to pass.
- To develop throwing and catching with control.
- To be able to use the 'forward pass' and 'offside' rules.
- To be able to play games using tagging rules.
- To develop dodging skills to lose a defender.
- To develop drawing defence and understanding when to pass.
- To be able to work as a defending unit to prevent attackers from scoring.
- To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.

OAA

- To build communication and trust whilst showing an awareness of safety.
- To work as a team to solve problems. To suggest ideas and listen to others.
- To develop cooperation and teamwork skills.
- To develop tactical planning and problem solving.
- To share ideas and work as a team to solve problems.
- To develop trust in others. To be able to listen to others and follow instructions.
- To develop navigational skills and map reading.
- To be able to use a key to identify objects and locations.

Dance

- To create a dance using a random structure and perform the actions showing quality and control.
- To understand how changing the dynamics of an action changes the appearance of the performance.
- To understand and use relationships and space to change how a performance looks.
- To work with a group to create poses and link them together using transitions.
- To use choreographing devices when working as a group.
- To copy and repeat movements in the style of Rock 'n' Roll.
- To work with a partner to copy and repeat actions and keeping in time with the music.
- To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.

Year 5 Curriculum Map

Spring Term 2026

Learning Intentions

Science

Properties and changes of materials

To be able to:

- compare materials according to their properties.
- investigate thermal conductors and insulators.
- investigate which electrical conductors make a bulb shine brightest.
- investigate materials which will dissolve.
- use different processes to separate mixtures of materials.
- identify and explain irreversible chemical changes.

Music

Style: Pop Ballads

Style: Hip Hop

Spring 1

1. Listen and Appraise the song 'Make you feel my love' - Adele. Perform and share what has been learnt.
2. Listen and Appraise the song 'Make you feel my love' - Bob Dylan version. Perform and share 'Make you feel my love'. Sing and play instruments to 'Make you feel my love'.
3. Listen and Appraise – 'So Amazing' by Luther Vandross. Sing the song and improvise using voices and/or instruments within the song.
4. Listen and Appraise – 'Hello' by Lionel Richie. Sing the song and perform your composition(s) within the song.
5. Listen and Appraise – 'The Way You Look Tonight' by Jerome Kern. Perform and share what has taken place in today's lesson. Choose what you perform today.
6. Listen and Appraise – 'Love Me Tender' by Elvis Presley. End of unit performance – 'Make You Feel My Love'. Perform and share what has taken place in today's lesson.

Spring 2

1. Listen and Appraise – 'The Fresh Prince Of Bel Air' by Will Smith. Perform and share what has taken place in today's lesson - sing the song.
2. Listen and Appraise – 'Me, Myself And I' by De La Soul. Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.
3. Listen and Appraise – 'Ready Or Not' by The Fugees. Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.
4. Listen and Appraise – 'Rapper's Delight' by The Sugarhill Gang. Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.
5. Listen and Appraise – 'U Can't Touch This' by MC Hammer. Perform and share what has taken place in today's lesson. Choose what you perform today.
6. Listen and Appraise – 'It's Like That' by Run DMC. End of unit performance – 'The Fresh Prince Of Bel Air'. Perform and share what has taken place in today's lesson.

Geography

Not taught this term.

History To be able to:

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