



Curriculum Planner

Term: Spring 2 2026

Year: 5

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Friendship	Tolerance of those of different faiths and beliefs

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Aspirational job cards for Science, linked to key aspirational figures such as Ruth Sutton (Embryologist) Reading incentives High level vocabulary linked to Animals Including Humans, Lincolnshire and major worldviews Reading – vocabulary emphasis and explicit key skills Class reader texts linked to complex societal themes Using Collective Worship once per week to discuss key events in the news 	<ul style="list-style-type: none"> Friendship: Collective worship focus Class collective worship book for activities linked to friendship and key stories that explore this theme Class area for individual reflection Outdoor relaxation zone in outdoor area Respecting the environment within our local community Visits to the Peace Garden British Values focus – Tolerance of those with different faiths and beliefs Religion and World Views focus on making connections between beliefs in major religions and worldviews 	<ul style="list-style-type: none"> Review and development of classroom routines and behaviours Reinforce healthy lifestyle through PE lessons and mindfulness opportunities within class PSHE/RSE links to healthy relationships Regulation Charts and Thoughts and Feelings Box in the classroom to allow free and safe expression Swimming as a key life skill Gaining a deep understanding of our rights as children, and how these impact our daily life in school Puberty and Adolescence learning in Science to help us to understand how our bodies will change and how we can keep ourselves healthy during these changes

English

Writing

Non-Chronological Report: Stages of Human Development
(Writing to Inform)

Reading

We will be exploring our class reader text, poetry and non-fiction texts with a curriculum link.

This term, we will explicitly learn how to *infer*, *predict* and *explain*, alongside our continual vocabulary focus.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Spelling

Each week, we will learn a new spelling rule and explore which words follow this rule. This term's rules are:

- Words spelled with 'ie' after 'c'
- Words where 'ei' can make an /ee/ sound
- Words where 'ough' makes an /or/ sound
- Words containing 'ough'
- Words that are adverbs of possibility and frequency

Mathematics

Decimals and Percentages

- Thousandths as fractions, decimals and on a place value chart
- Order and compare decimals with up to 3 decimal places
- Round to the nearest whole number and to 1 decimal place
- Understand percentages
- Equivalent fractions, decimals and percentages

Perimeter and Area

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

Statistics

- Draw, read and interpret line graphs
- Read and interpret tables, two-way tables and timetables

Science

Animals Including Humans

- Understand the term gestation and compare gestation periods of different animals
- Explain how foetuses develop in the womb
- Explain how children grow and develop
- Learn and be able to explain how children develop into adolescence
- Understand and describe the changes as humans develop into old age

Working Scientifically:

- Record data using tables, bar charts and line graphs
- Report and present findings from enquiries, including conclusions
- Create scientific diagrams and accompanying growth charts
- Interpret and understand growth charts and plot personal data as a line graph
- Sort scientific statements using a line graph
- Research and answer scientific questions

<p style="text-align: center;"><u>Religion and World Views</u></p> <p>Expression, Experience and the Senses: What do we mean by religious and spiritual experiences?</p> <ul style="list-style-type: none"> • Describe the features of religious or spiritual experiences and suggest possible explanations or interpretations • Describe how people might feel if they encounter a religious or spiritual experience • Ask relevant questions about the meaning of ‘unexplained’ • Provide examples of miracles and engage in a critical analysis of their meaning <p style="text-align: center;"><i><u>Religions and Worldviews Covered:</u></i></p> <p style="text-align: center;"><i>Abrahamic religions – Christianity, Judaism, Islam</i> <i>Dharmic religions – Hinduism, Sikhi</i> <i>Other – Humanism</i></p>	<p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;">Lincolnshire</p> <ul style="list-style-type: none"> • Identify human and physical geographical features of Lincolnshire • Compare Lincolnshire to another county in England • Identify key features of the local community • Identify key information about Lincolnshire • Compare Lincolnshire to another region 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">5W– Swimming</p> <ul style="list-style-type: none"> • To develop confidence in the water • To learn different strokes <p style="text-align: center;">5M – Gymnastics</p> <ul style="list-style-type: none"> • The key steps to performing a round-off • To create and perform a partner sequence using symmetry • To create and perform a partner sequence using asymmetry • To perform counter-balances with a partner • To perform smooth transitions between counter-balances using different levels
<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;">Drawing and Painting: Landscape</p> <ul style="list-style-type: none"> • Know and recall key information about L.S. Lowry and their work • Know how to create a single point of perspective in a simple landscape drawing • Understand how to use viewfinders to focus on one aspect of a landscape • Understand how to sketch out guidelines for perspective 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">The Fresh Prince of Bel Air (Hip Hop)</p> <ul style="list-style-type: none"> • Listen and appraise other hip-hop songs • Learn to sing hip-hop songs • Play, improvise and compose with the main song. 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p style="text-align: center;">Health and Wellbeing</p> <ul style="list-style-type: none"> • Understand what makes our world diverse and how to demonstrate tolerance • Understand that love can take many different forms • Understand that personal behaviour can affect other people • Identify signs of an unhealthy relationship • Expect Respect

Computing – Purple Mash

3D Modelling

- Be introduced to the skills of computer aided design
- Explore the effect of moving points when designing
- Design a 3D model to fit certain criteria
- Refine and print a model

SMSC

Spiritual development

In PSHE, how we can stay healthy, our aspirations. Daily worship and use of the Peace Garden. CWRE curriculum. Celebration of different faiths and cultures (in RWV)

Moral development

Classroom Routines. Peace Garden. Reflection areas, School environment. Routines week – class rules. British values, School council and Rights Rangers. Extra – curricular activities
Using PSHE to explore the impact of our actions and taking personal responsibility

Social development

Responsibilities and rights of being members of families and communities. Giving and receiving positive analysis (praise). Giving and receiving a negative analysis (criticism). Establish rules for creating a positive learning environment.

Cultural development

Respect for own culture and that of others, linking with our British Value. Understanding our rights under the UNCRC. Connecting and analysing different worldviews.

Language of the Moment

Quel temps fait-il? (What is the Weather Like?)

- Ask what the weather is and respond in French
- Recognise and recall the conjunctions 'et' and 'mais'
- Recognise and recall the 4 core compass points in French
- Recognise and recall the numbers 1-31 in French to express the temperature
- Recognise and recall the 7 days of the week and the time of the day in French
- Present a weather forecast in French

<p><u>Parental engagement:</u> Through publishing of work on social media Reading with Children Story Time Sessions in Class</p>	<p><u>Visits and visitors:</u> Swimming 5W – Local Lantern Making Workshop 19.03.26 Local Landscapes and Hidden Histories Outdoor Learning Workshop. 5M – 24.03.26 5W – 31.03.26</p>
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> • Anchor text explores children with disabilities and friendships • Researching different jobs in the world • Swimming • Valuing the diverse culture and languages that the children bring to Year 5, including language of the moment. 	<p><u>Global Learning:</u></p> <ul style="list-style-type: none"> • Picture News • First News • PSHE- living in the wider world • Class reader • Language of the moment
<p><u>Caring for the environment and each other:</u></p> <ul style="list-style-type: none"> • Keeping our local environment safe • Planting in our outdoor area • Tolerance of Faiths and Beliefs 	<p><u>Artificial Intelligence</u></p> <ul style="list-style-type: none"> • Exploring how AI can support 3D model building • Using AI summary generators on search engines to simplify independent research • Using AI to create a geography themed jingle/song to learn <p><u>Outdoor Learning</u></p> <ul style="list-style-type: none"> • Recognise equivalent fractions, decimals and percentages using concrete resources • Use trundle wheels to find the perimeter of the playground, field, courtyard and other areas of the school grounds. • Ordering the stages of human foetal development. • Creating sketch maps of the school grounds.