

	<b>WOODFORD PRIMARY SCHOOL</b>	<b>Curriculum Overview for Parents 2025-2026</b>	<b>Year: Five</b>	<b>Term: Spring 1 2025</b>
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**Curriculum Areas**

<p><b>English:</b></p>  <p>This term, the children will explore the text 'Extreme Animals'. This is a non-fiction text. The children will create their own section of a book about 'Extreme....' Which could be other animals, plants, birds or even vehicles of buildings.</p> <p>The children will be focusing on:</p> <ul style="list-style-type: none"> <li>• Cohesion of paragraphs</li> <li>• Relative clauses</li> <li>• Expanded noun phrases</li> <li>• Parenthesis (brackets, dashes)</li> <li>• Adverbials of time</li> </ul> <p>We will then move onto our fiction text, where children will be working on a story from 'A Word In Your Ear' by Tony Ross. The story we will be focusing on is 'ART'. The children will be creating their own ghost story and we will mainly be focussing on developing and varying atmosphere, cohesion and developing plot in this story.</p> <p>The children will have a taught session of spellings each week and will have time during the week for practising the spellings. The spellings will be sent home as homework and uploaded onto Spelling Shed. Please ensure all worksheets sent home are uploaded to the activity part on Class Dojo.</p>	<p><b>Maths:</b></p>  <p>We will begin the Spring term by continuing with Multiplication and Division.</p> <p>In the 'Multiplication and Division' unit the children will be using both expanded multiplication and short multiplication strategies as well as short division. The children will begin multiplying a two-digit number by a single digit number and progress to a three-digit number by a single-digit number. This will also apply to division. They will have a variety of partitioning and representations to support them through this unit. Children will be working with both exchanging and remainders throughout this unit.</p> <p>The children will then move onto understanding the concept of area and link area of rectangles to multiplication. They will be introduced to perimeter and how to measure this, as well as understanding that perimeter is measured in units of length. They will learn how to calculate both perimeter and area and understand that area can be calculated by making a shape into a whole square unit, introducing them to centimetres squared.</p> <p>Later on in the term, the children will learn the idea of multiplication by a whole number as scaling, either to compare a larger measure to a smaller measure, or to consider an increase in value of one measure. They will then progress to the idea of multiplication by a unit fraction, either to compare a smaller measure to a larger measure, or to consider a decrease in value of one measure.</p> <p>They will finally use their understanding that multiplying by a unit fraction is equivalent to dividing by the denominator to link scaling to division.</p>	<p><b>Science:</b></p>  <p>In this physics topic, children will build on previous learning in Year 1 and Year 3.</p> <p>They will learn to describe the movement of the Earth and other planet, as well as the movement of the moon. They will use the idea of the Earth's rotation to explain day and night and the duration of a year. This will prepare children for later physics learning in, KS3.</p> <p>In the first two lessons, children will explore the solar system and how all the planets move in relation to the Sun. With this knowledge, they will move onto exploring the changing position of the Sun in the sky, day and night and how the Moon moves.</p>
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<p><b>Geography:</b>  Our new 'Opening Worlds' unit of study is about Migration. Our thinking will explore the question: <b>Why do people migrate?</b></p> <p>Children will learn about real migration stories in peoples own words, from Northern Ireland to Liverpool and from Turkey to London. The children will explore push and pull factors as to why people choose to migrate, building on previous knowledge and extending this to the context of refugees and asylum seekers.</p>	<p><b>History:</b> Our new 'Opening Worlds' unit of study is about the Vikings in Britain. Our thinking will explore the question: <b>Why did Vikings dominate large parts of Britain by 910?</b></p> <p>Building onto last half terms history learning on the Anglo-Saxons, children will use this knowledge to explore Vikings and how they settled in Britain.</p> <p>In these lessons they will learn about:</p> <ul style="list-style-type: none"> <li>• The first Viking raids and invasions King Alfred of the Kingdom of Wessex</li> <li>• The 'Great Heathen Army'</li> <li>• Alfred in Athelney, his victory over Guthrun, Guthrun's baptism and the Danelaw</li> <li>• Viking links to rest of world - Russia, Constantinople, Muslim trade.</li> <li>• How Vikings changed as they settled and interacted with diverse cultures</li> </ul>	<p><b>Computing:</b>  This term, the children are learning about 'Game Creating'.</p> <p>This unit allows children to learn more about the world of gaming. Children will design and make their own 3D maze adventure game using the 2DIY3D tool, assessing the effectiveness of their own and other's creations.</p> <p>The key learning this term is:</p> <ul style="list-style-type: none"> <li>• To evaluate the features of a successful video game.</li> <li>• To plan a game in 2DIY3D.</li> <li>• To design and use game sprites.</li> <li>• To add features to a game world and check playability.</li> <li>• To evaluate games created by others.</li> </ul> <p>This year, 'Online Safety' is embedded throughout each unit taught, rather than a stand-alone topic.</p>	<p><b>RE:</b>  Our new 'Opening Worlds' unit of study is about Living Christian Traditions. Our thinking will explore the question: <b>How are Christian beliefs and practices around the world similar and different?</b></p> <p>The children will understand Christianity in the world around them, focusing on traditions and what it is like to live within this faith.</p> <p>In our lessons, children will learn about this through the lens of Christian Art, Architecture and Music.</p>
<p><b>PE:</b>   Outdoor PE: Tag Rugby Indoor PE: Dodgeball Variations</p> <p>The children will be taught Dodgeball Variations on a Monday (Indoor), by class teachers. They will then have Tag Rugby on a Friday (Outdoor), with PAFC.</p>	<p><b>Art/DT:</b>  This term, the children will be doing ART.</p> <p>This term in art, the children are going to be learning about and creating mixed media portraits. They will learn how to combine materials for effect and how drawings can be developed. They will be studying the work of artist Chila Kumari Singh Burman.</p>	<p><b>French:</b>  This term, the children are building their knowledge on the verb 'être', learning to describe the plural forms of ils/elles/ vous/nous.</p> <p>Using new and previously applied vocabulary, they will be able to use être and adjectives to describe different people. In terms of grammar and phonics, children will learn how to apply 'liason' to correct pronunciation, in the context of their new vocabulary.</p>	<p><b>PSHE:</b>  This term the children will be discussing and thinking about their dreams and goals. They will think about what they would like to be when they are older and what they can do to get there. They will:</p> <ul style="list-style-type: none"> <li>• Understand that they will need money to help them achieve some of their dreams</li> <li>• Know about a range of jobs carried out by people they know and have explored how much people earn in different jobs</li> </ul>

			<ul style="list-style-type: none"> <li>• Can identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it</li> <li>• describe the dreams and goals of young people in a culture different to theirs</li> <li>• Understand that communicating with someone in a different culture means we can learn from each other and they can identify a range of ways that we could support each other</li> </ul> <p>Encourage their peers to support young people here and abroad to meet their aspirations, and suggest ways they might do this, e.g. through sponsorship</p>
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<p><b>How I can support my child this term:</b></p> <ul style="list-style-type: none"> <li>• Please use the Learning Partnership Planner to record reading and practice at home.</li> <li>• Message the class teacher on Class Dojo should you have any issues with curriculum, learning, wellbeing or behaviour.</li> <li>• Times Table Rock Stars, Numbots and Spelling Shed.</li> </ul>	  	<p><b>My child's timetable:</b></p> <p>PE</p> <p>Monday – Indoor PE – Dodgeball Variations (Class Teachers)</p> <p>Friday – Outdoor PE – Tag Rugby (PAFC)</p>
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