



Burscough Village Primary School  
**Year 5**  
**Spring Curriculum Overview**



	Spring 1	Spring 2
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place Value &amp; negative numbers</li> <li>Mental &amp; written addition, subtraction, multiplication</li> <li>Converting measurements</li> <li>Shape, reflection and translation, angles</li> </ul>	<ul style="list-style-type: none"> <li>Mental &amp; Written Multiplication &amp; Division</li> <li>2D &amp; 3D shapes</li> <li>Fractions</li> <li>Area and Volume</li> </ul>
<b>English</b>	<p><b><u>Stories From Other Cultures</u></b></p> <ul style="list-style-type: none"> <li>Read and enjoy 'Journey to the River Sea'.</li> <li>Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely - delicious in fact- so I had another slice.</li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers</li> </ul> <p><b><u>Debate</u></b></p> <ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>Create complex sentences by using relative clauses with relative pronouns <i>when</i> and <i>that</i>.</li> <li>Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably</i>.</li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>.</li> <li>Select <i>appropriate</i> structure, grammar and vocabulary.</li> </ul>	<p><b><u>Stories with Historical Settings</u></b></p> <ul style="list-style-type: none"> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Create complex sentences by using relative clauses with relative pronouns e.g. <i>Fagin, who was the leader of the pickpockets, was a despicable character</i>.</li> <li>Select the appropriate language and structures.</li> <li>Think how authors develop characters and settings in books and films.</li> <li>Select <i>appropriate</i> structure, vocabulary and grammar</li> <li>Blend action, dialogue and description within paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b><u>Film and Playscripts</u></b></p> <ul style="list-style-type: none"> <li>Demarcate complex sentences using commas and explore ambiguity of meaning.</li> <li>Identify and use brackets and dashes.</li> <li>Select the appropriate language and structures.</li> <li>Think how authors develop characters and settings in films and performances.</li> <li>Assess the effectiveness of own and others' writing.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b><u>Classic Narrative Poetry</u></b></p> <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language including figurative language</li> <li>Explore, recognise and use the terms <i>metaphor, simile</i> and <i>imagery</i>.</li> <li>Model how to record ongoing responses to imagery and language choice.</li> <li>Ask questions about the structure of the poem: <i>Do you hear any repeating patterns in this poem? Can you predict what word the poet might have used here?</i></li> <li>Make comparisons between poems.</li> </ul>
<b>Science</b>	<p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Understand that plants and animals reproduce.</li> <li>Explain sexual reproduction in animals and plants.</li> <li>Know that some animals lay eggs and some animals give birth to live young.</li> <li>Understand that some young creatures undergo a change before becoming adults and that this is called a metamorphosis.</li> <li>Know that plants reproduce both sexually and asexually.</li> <li>Know that sexual reproduction occurs through pollination, usually involving wind or insects.</li> </ul>	<p><b><u>Animals- Including Humans</u></b></p> <ul style="list-style-type: none"> <li>Understand when babies are young, they grow rapidly and they are very dependent on their parents.</li> <li>Know that during puberty, a child's body changes and develops primary and secondary sexual characteristics.</li> </ul>
<b>PSHE</b>	<p><b><u>Living in the wider world- money</u></b></p> <ul style="list-style-type: none"> <li>Know how people make decisions about spending and saving money and what influences them</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Know about the different types of relationships people have in their lives.</li> <li>Understand how people deal with divorce and separation.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand how to keep track of money so people know how much they have to spend or save</li> <li>Know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>Know how to recognise what makes something 'value for money' and what this means to them</li> <li>Understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Understand how friends and family communicate together; how the internet and social media can be used positively</li> <li>Know how knowing someone online differs from knowing someone face-to-face</li> <li>Understand how to recognise risk in relation to friendships and keeping safe</li> <li>Understand about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>Know how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Know how to deal with changing emotions and where to seek advice</li> <li>Understand to identify emotional and physical changes to their bodies during puberty including menstruation and menstrual wellbeing</li> <li>Know the importance of maintaining good personal hygiene</li> <li>Understand concerns about body image</li> </ul>
<b>History</b>		<p><b>Crime and Punishment through the ages</b></p> <ul style="list-style-type: none"> <li>Know about crime and punishment in British history and how punishment has changed through the ages.</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events</li> <li>Order significant events, movements and dates on a timeline using dates accurately.</li> <li>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</li> </ul>
<b>Geography</b>	<p><b><u>Why should the rainforests matter to us all?</u></b></p> <ul style="list-style-type: none"> <li>Know what a biome is.</li> <li>Know where many of the world's rainforests are situated.</li> <li>Know about the main features of a rainforest.</li> <li>Know the relevant terminology.</li> </ul>	
<b>RE</b>	<p><b><u>Hinduism</u></b> <b><i>What might Hindus learn from stories about Krishna?</i></b></p> <ul style="list-style-type: none"> <li>Make links about stories and beliefs about devotion and loyalty.</li> <li>Explain Hindu beliefs about Krishna and what the stories about him teach Hindus.</li> <li>Explain that Hindus believe that God is present in all people (through the atman) and what impact this may have on a believer.</li> <li>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi.</li> <li>Suggest differences between the way Hindus in India celebrate and Hindus in the UK celebrate.</li> <li>Explain how Holi celebrations might express Hindu beliefs about equality.</li> </ul>	<p><b><u>Christianity</u></b> <b><i>What do we mean by a miracle?</i></b></p> <ul style="list-style-type: none"> <li>Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus.</li> <li>Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</li> <li>Describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>Explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>
<b>PE</b>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>Perform partner balances (matched and mirrored)</li> <li>Perform counter balance</li> <li>Perform counter tension balances</li> <li>Create a gymnastic sequence with a partner</li> </ul>	<p><b><u>Net and Wall- tennis and badminton</u></b></p> <ul style="list-style-type: none"> <li>Develop consistency in playing shots with racket and ball.</li> <li>Develop consistency in playing forehand and backhand shots with a ball with a partner.</li> <li>Understand the basic principles of attack and use in a net/wall game.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop a sequence onto apparatus.</li> <li>Evaluate and recognise successes.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate performances and explain how to improve.</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>Understand different dances from South America, such as 'capoeira'.</li> <li>Perform a variety of turns on the spot with control.</li> <li>Safely perform a range of jumps and combinations when travelling.</li> <li>Perform a wide range of travelling actions and gestures to convey meaning.</li> <li>Sustain a variety of static and dynamic balances.</li> <li>Remember complex patterns of moves and perform them with accuracy.</li> </ul>
<b>Art</b>	<p><b><u>Mixed Media Landscapes and Cityscapes</u></b></p> <ul style="list-style-type: none"> <li>Understand how artists work outside to gain inspiration</li> <li>Extend their sketchbook thinking creatively about how they can change the pages giving themselves different sizes and shapes of paper to work on.</li> <li>Use their sketchbook to explore and experiment.</li> <li>Take creative risks and be able to reflect upon what worked and what didn't work.</li> <li>Share their journey and discoveries with others and be reflective on what they have learnt.</li> <li>Be inspired by the work of their classmates and respond to work.</li> </ul>	
<b>Computing</b>		<p><b><u>Spreadsheets</u></b></p> <ul style="list-style-type: none"> <li>Use formulae within a spreadsheet to convert measurements.</li> <li>Use a spreadsheet to model a real-life problem.</li> <li>Create formula that uses text variables.</li> </ul> <p><b><u>Databases</u></b></p> <ul style="list-style-type: none"> <li>Learn how to search for information in a database and create their own.</li> <li>Understand why it is useful to have a collaborative feature on a database.</li> </ul>
<b>DT</b>		<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>Understand that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking.</li> <li>Understand that recipes can be adapted to change the appearance, taste, texture and aroma.</li> <li>Know that different food and drink contain different substances- nutrients, water and fibre- that are needed for health.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>
<b>Music</b>	<p><b><u>Introducing Chords</u></b> <i>How does music improve our world?</i></p> <ul style="list-style-type: none"> <li>Embedding and learning the different elements of music (listening, singing, playing - glockenspiels, composing and performing)</li> <li>Understand key signatures and time signatures</li> <li>Create a graphic score</li> <li>Understand what minims, dotted crotchets, crotchets and quavers are.</li> <li>Perform and evaluate performances.</li> </ul>	<p><b><u>Words, Meaning and Expression</u></b> <i>How does music teach us about our community?</i></p> <ul style="list-style-type: none"> <li>Embedding and learning the different elements of music (listening, singing, playing - glockenspiels, composing and performing)</li> <li>Understand that ancient origins of music have arisen in ceremonies and stories,</li> <li>Understand that music is a strong link to how humans build community, friendship, kinship and peace- and is how we learn and understand each other.</li> <li>Understand that music is very significant to collective and individual identity.</li> <li>To understand that a chord which is built up of the first, third and fifth notes of a scale is called a 'tonic triad'.</li> </ul>
<b>Spanish</b>	<p><b><u>Daily Routines</u></b></p> <ul style="list-style-type: none"> <li>Talk about their own daily routines in complex sentences and write a diary entry with verbs and prepositions.</li> </ul>	<p><b><u>Transport</u></b></p> <ul style="list-style-type: none"> <li>Name modes of transport</li> <li>Write extended sentences including prepositions- a, el, en</li> </ul>