

History – Anglo-Saxons and Vikings

In Spring 1, pupils will learn how Britain changed after the Romans left, exploring why Anglo-Saxons and later Vikings came to Britain, whether as invaders, raiders, or settlers, and how they shaped the kingdom of England. They study key events—including early Anglo-Saxon settlement, Viking raids beginning in AD 787, the struggle for power between Anglo-Saxons and Vikings.

Languages – French

In this unit the children will be learning how to talk about their home. In this unit, Year 5 children learn how to describe where they live using simple French phrases. They practise naming different types of homes (such as house or apartment), identifying rooms, and using basic sentence structures to say who they live with and what their home is like. They also develop listening and speaking skills by asking and answering questions about homes, using key vocabulary and simple grammar such as "j'habite..." (I live...) and "il y a..." (there is...). The unit builds confidence in speaking French in full sentences and helps pupils understand how to give personal information in another language.

PE – Fundamentals

Gymnastics

In Year 5 gymnastics, children develop greater control, strength and precision by combining more advanced balances, rolls, jumps and shapes into smooth, well-timed sequences. They learn how to link movements creatively, use apparatus safely, and refine body tension, coordination and flexibility. Pupils also begin to evaluate their own and others' performances, identifying ways to improve fluency and quality of movement.

Handball/Netball

In handball and netball, pupils strengthen key invasion-game skills such as accurate passing, moving into space, marking, shooting and applying tactical decisions during play. In handball, they practise quick passing, teamwork and fast transitions between attack and defence. In netball, they develop understanding of footwork, positional roles and applying rules while working cooperatively in small-sided games. Across both sports, children improve communication, teamwork and strategic thinking.

Science – Properties of and Changes in Material

In this unit, Year 5 children investigate the properties of materials and how these properties determine their uses in everyday life. They explore concepts such as hardness, transparency, conductivity and magnetism, and learn to compare and group materials based on these characteristics. Pupils also examine how some materials can undergo reversible changes, such as dissolving, mixing and changes of state, while others experience irreversible changes, including burning or chemical reactions that form new materials.



Kestrel Class – Spring 1 Curriculum Overview

RE – Christianity

In this unit, pupils will learn about key beliefs and practices within Christianity, exploring how these influence the lives of Christians today. They will study stories from the Bible and consider their meanings, reflecting on how these texts guide Christian values and decision-making. Pupils will learn about Christian worship, festivals, and traditions, and examine the significance of places of worship and symbols such as the cross. They will have opportunities to discuss big questions about faith, belonging, and identity, making links between Christian beliefs and their own ideas and experiences.

Art – Chromatic

In this painting unit, children will learn about the seven elements of art and portraiture. They will use measurements to create a face with realistic proportions. They will revise how to use watercolour paints. They will understand that art does not need to be realistic to be 'good'. They will encounter a range of

Computing – Coding

In this unit, Year 5 children learn how to design, write and debug simple programs using Micro:bit. They explore key coding concepts such as sequences, selection and repetition, and use block-based programming to create interactive projects like animations, timers, message displays and simple games. Pupils learn how different

PSHE – Dreams and Goals

In this unit, children explore their aspirations by thinking about what they want to achieve now and, in the future, recognising the steps needed to reach their goals and the challenges they may face along the way. They learn how to stay motivated, work

<p>portrait artists from across history and the world. They will create a self-portrait using a collage. They will develop their ability to evaluate their own work. They will become more confident whilst creating their own more divergent outcomes.</p>	<p>inputs (such as buttons, sensors and movement) can trigger outputs, helping them understand how physical computing links software with hardware. Throughout the unit, they develop problem-solving skills, test and improve their programs, and begin to think like programmers by predicting outcomes, identifying errors and refining their designs.</p>	<p>collaboratively, and persevere when tasks feel difficult. Pupils also reflect on their strengths, celebrate their achievements, and consider how achieving goals can make them feel proud and confident. Throughout the unit, they develop emotional awareness by discussing setbacks, managing frustration, and understanding how support from others can help them succeed.</p>
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