

Curriculum Overview – Oak Class: Spring 1 2026

Maths – Year 5&6	<u>Decimals</u>	Children will: Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Round decimals and solve problems involving rounding. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places.
	<u>Percentages</u>	Children will: Solve problems involving the calculation of percentages and the use of percentages for comparison. Recall equivalences between simple fractions, decimals and percentages.
	<u>Algebra</u>	Children will: Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.
	<u>Measure – converting units</u>	Children will: Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres.
Maths – Year 4	<u>Multiplication and division</u>	Children will: Multiply and divide numbers by 10 and 100. Explore informal methods for multiplication and division and related facts. Multiply 2 and 3-digit numbers by a one-digit number and divide 2 and 3-digit numbers by a one-digit number. Solve problems with multiplication and division.
	<u>Length and perimeter</u>	Children will: Understand when to measure in metres or kilometres and how to convert between these two measures. Find the perimeter of rectangles, rectilinear shapes and of regular and irregular polygons. Solve problems relating to perimeter including finding missing lengths.

English - Year 5&6	<p><u>Non- Fiction – Biography, Newspaper report</u></p> <p><u>Fiction – Story writing – creating suspense</u></p> <p><u>Guided reading – Reading comprehension.</u></p>	<p>The children will listen to our class text ‘Journey to Jo’burg’. The story explores the experiences of children living in apartheid South Africa. The children will be writing newspaper reports of some of the events in the story. They will also be researching the life and writing a biography of Nelson Mandela. They will also look at how to create suspense and tension in a story, using techniques such as: personification; show, don’t tell and varying sentence length for impact. They will continue to learn the grammatical terminology outlined in the national curriculum for year 5 and 6.</p> <p>The children will develop their reading comprehension skills through guided reading and completing activities relating directly to the text which they are reading. This will aid understanding and encourage inference.</p>
English - Year 4	<p><u>Non-fiction – letter for Ankoma</u></p> <p><u>Fiction – fantasy story adventure</u></p> <p><u>Guided reading – reading comprehension</u></p>	<p>The children will learn about Ankoma and discover how we can help improve the children’s education there. We will plan and write a letter to encourage parents to donate to support the Ankoma Outreach charity.</p> <p>The children will read ‘The Firework Maker’s Daughter’ and continue the story in the style of the author. They will learn to use direct speech, adverbials and descriptive devices to create an engaging text.</p> <p>They will learn about pronouns, inverted commas and apostrophes and how to apply them to their own writing. The children will develop their reading comprehension skills through guided reading and completing activities relating directly to the text which they are reading. This will aid understanding and encourage inference.</p>
Science	<p><u>The Art of Being Human</u></p>	<p>We will begin by exploring the composition of blood and the role it has to play in the human body. We will make our own edible representation of blood and look at images of blood as seen under a powerful microscope. We will then move onto explore the structure and function of the human heart including feeling the rhythm of our heartbeat? We will discover how and why it changes across activity and compare human heartbeats with those of other animals. Our journey into the human body continues with thinking about how nutrients and water are transported throughout our bodies in blood and the processes used to pass in and out of blood through capillary walls. Have you ever wondered what your blood gets up to inside your body? Here is our chance to join our platelets on their journey around your body. We will also think about how we can maintain a healthy body and discover the true impact (both visible and hidden) of diet, exercise and lifestyle on the human body.</p>

History	<u>The Romans</u>	The children will discover the extent of the Roman Empire, why the Romans invaded and conquered Britain and why their army was so successful. They will learn about the rebellion of Boudicca and how it was put down. They will discover how the Romans changed Britain by building roads, towns, villas and Hadrian's Wall. They will reflect on the legacy of the Romans and evidence of this legacy today.
French	<u>Numers from 20 – 30</u> <u>Animals - pets</u>	The children will learn about the structure of the numbers to 30 and use prior knowledge to help them understand how the numbers from 20 to 30 are written. The children will learn how to pronounce a range of animal names and use simple sentences to talk about pets and show their preferences. They will learn to write simple conversational French phrases.
PE	<u>Dance</u>	The children will be improvising sequences, exploring patterns and, understanding rhythm and counting beats as they choreograph their own dance. We will be working towards a performance for the Udance festival in March.
	<u>Gymnastics</u>	The children will be developing their skills in body management, movement and balance. They will prepare routines to perform in class P.E. lessons, and a team will be selected to compete in the upcoming inter school gymnastics competition.
Art	<u>Textiles</u>	We will begin the half term by looking closely at the construction of woven fabrics. We will use that knowledge to have a go at making our own weaving looms and experiment with weaving different wools and fabrics. Later in the half term Andi will be working with us to combine a range of techniques weaving, stitching, dyeing, silk painting. to create wall hangings inspired by the King Charles Sustainability charter the Terra Carta.
RE	<u>Reverence</u>	The children will be learning about the Christian value of Reverence. We will be exploring how we can show deep respect and admiration. We will look at the world around us with awe and wonder and try to really appreciate all that we have been given.

	<p><u>Unit 4.3: Why Do Christians Believe Jesus Is The Son of God?</u></p>	<p>The children will answer the following questions:</p> <ul style="list-style-type: none"> • How do the actions of Jesus show that he is the Son of God? • How do the actions of Jesus show his divine nature? • How do these stories reveal Jesus to be the Son of God? • What do Christians believe about Jesus and God because of these events? • Why do Jewish people believe that Shabbat is so important?
<p>Computing</p>	<p><u>Creating a story-based adventure game</u></p>	<p>The children will plan a story-based adventure game (choice story). Then, using the programme <u>2 Create a Story</u>, they will follow their plan to create a multi-page document with choices and links that take the player to the correct page to continue the adventure. They will debug and improve their adventure games.</p>
<p>PSHE</p>	<p><u>Keeping Safe</u></p>	<p>Through the 'SCARF' materials, the children will be learning how to keep themselves safe in a variety of different situations, including online. They will explore the consequences of taking risks and learn where to go for support in difficult situations. They will also look at habits and decide which are safe and which are unsafe, including the risks associated with smoking, vaping and drinking alcohol.</p>