

Class 4 Medium Term Planning Spring Term 2 2025 – Year 5 and Year 6

Mathematics

Number – Decimals

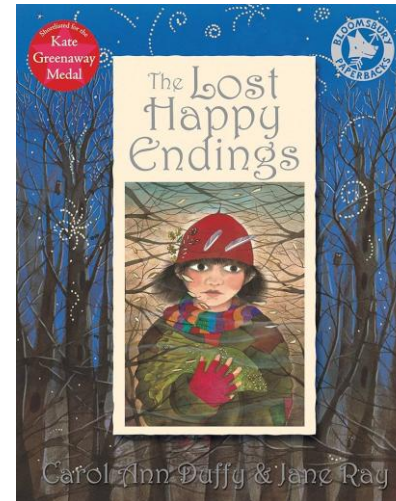
Y5 & Y6

- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- round decimals with two decimal places to the nearest whole number and to one decimal place
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

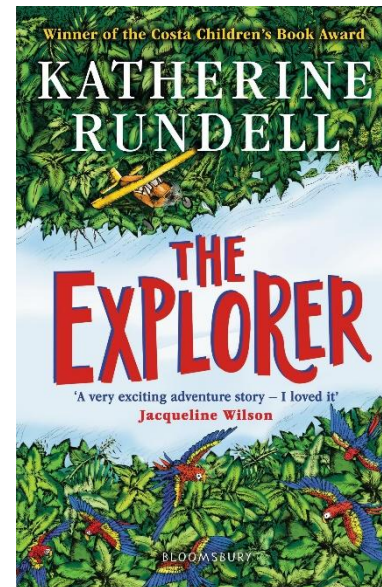
Shape – Area, Perimeter and Volume

Y5 & Y6

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].



Our writing text prompt



Our guided reading text

English

This term we will be using the book, *The Lost Happy Endings* by Carol Ann Duffy to inspire our learning in English. Writing. Through this unit the children will learn:

Spoken language:

- Ask relevant questions
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints

Reading comprehension:

- Identify and discuss themes and conventions
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Participate in discussions about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing composition:

- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense

Music - exploring music from different backgrounds and how this has influenced the music that we listen to today.

Children will learn to-

Listen to a variety of music and talk about the different musical elements that they can hear, for example rhythm, tempo and dynamics.

Explore how to play the glockenspiel and to introduce new sharp notes.

To compose simple pieces of music in response to the music that they have listened to.

To reflect on the compositions that they have created in groups and to talk about elements that work well and aspects that they would change next time.

Art & DT

Year 5 and 6 - Pencil drawing and sketching. Learning how to draw objects, portraits and figures. Focus - drawing techniques to shade and shape images.

RE – What Did Jesus do to Save Human Beings?

- Outline the timeline of the 'big story of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

PSHE - Keeping safe and managing risk: When things go wrong

Pupils learn:

- about keeping safe online
- that violence within relationships is not acceptable
- about problems that can occur when someone goes missing from home

Science – Light

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



The Shang Dynasty

1600BC – 1046BC

Computing –

This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

Geography

Pupils will be able to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Pupils will use maps, atlases, globes and digital/computer mapping to locate a variety of places.

History

Pupils will be studying the achievements of the earliest civilisations and create an overview of where and when the first civilizations appeared. This will involve an in-depth study of the Shang Dynasty.

Children should be able to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should also construct informed responses that involve thoughtful selection and organisation of relevant historical information.