

## English Reading:

### **Focus books this term:**

Alma – Literacy Shed Film  
Goldilocks and the Three Bears  
Wonder – R.J. Palacio



### **English Reading**

As well as spending time reading individually and as a class, we will be continuing to develop our reading skills using VIPERS (**Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary**) in our Guided Reading and English lessons. This term we will be specifically working on:

- Regularly reading a range of fiction from a wide range of authors with main characters that are from different eras of history, are of different genders and cultural backgrounds.
- We will be continuing to read a range of non-fiction texts, reference books and textbooks linked to our block foundation subject learning to develop knowledge.
- We will have a particular focus on unpicking vocabulary where we will be encouraging active reading strategies to decipher meaning from the text.

### **English Writing:**

Over the term we will be looking at a variety of different text types as models for our own writing. We will be writing for a range of different purposes including to entertain and to inform with a variety of different audiences in mind. We will be working on understanding the writing process:

- **Launch** - we will start each new text by immersing ourselves into a new culture or era of time.
- **Explore** - we then look at the text in more detail to help us understand and by learning any spelling, punctuation or grammar knowledge.
- **Plan** - we will then plan our piece of writing with the audience in mind to effectively use the structural and language features of different text types.
- **Write** - we will use other similar writing as models for our own while using joined handwriting.
- **Improve** - we will proofread our work to ensure accuracy and excellent attention to detail.
- **Present** – lastly, to give our writing purpose, we will present our writing.



Our vision is simple: **LOVE, LEARN, SHINE**

*"The light shines in the darkness and the darkness has never put it out"*

(John 1.5)



## Year 5 and 6 Curriculum Learning Overview – Spring 2026

**Enrichment Opportunities:**  
Harrogate Library Visits

## How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read (please record when your child reads with you in their Reading Record)
- Support your child to read up on our topics e.g. History, Geography and Science, as this will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to complete their homework each week.
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework.

## History:

This term in History, we are learning about Iron Age Britain. We will be focusing on these key facts –

- Iron Age Britain was dominated by a group of people called the Celts
- Art
- Links to the Roman Empire
- Celtic Britain had connections with mainland Europe during the Iron Age
- The Romans invaded Britain and defeated Boudicca.

## **Maths:**

We will be mastering the following in maths:

### **Number – Multiplication and Division**

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

### **Geometry – Area, Perimeter, Position and Direction**

- Calculate the area and perimeter of shapes including where there is missing information.
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

### **Number – Fractions**

- Add and subtract fractions with the same and different denominators and mixed numbers, using the concept of equivalent fractions
- Recognise the per cent symbol (%) and write percentages as a fraction
- Solve problems which require knowing percentage and decimal equivalents
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions  $> 1$
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $1/4 \times 1/2 = 1/8$ ]
- Divide proper fractions by whole numbers
- Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

### **Religious Education:**

In RE lessons, each unit explores a big question that we unpick as a class throughout each half term. This term, we will be reflecting and focusing our learning on the following two big questions:

1. Why do Hindus want to be good?
2. Creation and science, conflicting or complementary?

### **Music:**

This term we will be looking at composition and notation around the theme of Ancient Egypt. Pupils will be able to:

- Sing in time and in tune with other people and the backing track.
- Remember the lyrics to a song.
- Identify the structure of a piece of music and match this to non-standard notation.
- Improvise their own piece of music.
- Play a melody with reasonable accuracy.
- Perform with confidence and in time with others.
- Compose and play a melody using stave notation.
- Contribute meaningfully to the group performance and composition.
- Use hieroglyphic notation to show the structure of their piece

### **Art:**

This term, the we will explore **sculpture** focusing on Barbara Hepworth and Anthony Gormley. We will:

- Shape, form, model and join with a variety of materials (Malleable and rigid).
- Understand properties of different media and why certain media suitable for some forms but not others.
- Observe work of other sculptures and use these observations, as well as their own imagination to inspire them.
- Plan and develop their ideas.
- Discuss and evaluate their own work and that of other sculptors.

### **PSHCE**

#### **(Personal, Social, Health and Citizenship Education)**

**Spring 1** - How do drugs common in everyday life affect health?

We will be learning that:

- medicines are drugs that can be beneficial, but if used incorrectly, they can be harmful.
- All drugs affect (change) the brain or body in some way
- There are risks associated with all drugs.
- Drugs that are legal include alcohol and caffeine.
- People are influenced by different groups of people to take drugs; peer pressure is most common.

**Spring 2** – What jobs would we like?

We will be looking at different careers and considering the skills that we may need to develop to work in different sectors.

### **Physical Education:**

We are extremely lucky to have Mr Osburn from Sporting Influence on a Wednesday this year alongside our additional PE session is on Tuesdays for Eagles and Fridays for Ravens.

This term we will be learning:

- **Football**
- **REAL Gym part 1**
- **Tchoukball**
- **REAL Gym part 2**

### **Science:**

This term, we will be exploring all things '**Light and Sight.**' The key concepts we will be focusing on include:

- How light travels
- Light enters our eyes
- Reflected light
- Changing the direction of light
- Measuring reflected light: plan
- Measuring reflected light: do and review
- How shadows form
- Shadow shapes investigation
- Multiple shadows

### **Geography:**

We will be exploring the unit **Sustainable world: does it matter how we live?** This includes:

- Introducing sustainability
- Carbon footprints
- Using energy wisely
- Tackling food waste
- Biodiversity and sustainability
- Making cities more sustainable

### **French:**

#### **'A l'école' – at school**

By the end of the unit the children will be able to:

- talk about the subjects they like and dislike at school (along with a justification)
- at what time/day they study various subjects

#### **• 'Les Planètes' – Planets**

In this cross-curricular unit pupils will learn more about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions.

### **Computer Science:**

**Spring 1 Online Safety** Online Reputation: I can explain the ways in which anyone can develop a positive online reputation.

**Spring 2 Online Safety** Online Bullying: I can explain how someone would report online bullying in different contexts.

**Unit: Creating media: History of computers**