

**Curriculum Overview**  
**Grasshoppers (Year 5) Spring Term 2026**

**Interconnected Question: Would you rather live in the Stone Age, Bronze Age or Iron Age?**

<b>Key Texts</b>	<b>Anticipated Writing Outcomes</b>
Stone Age Boy - Satoshi Kitamura How to wash a woolly mammoth - Michelle Robinson Stig of the Dump - Clive King	Instruction writing - develop a piece of writing which instructs the reader on how to wash a wooly mammoth.  Narrative writing - developing character, setting and atmosphere through the stimulus of Stone Age Boy.  Persuasive writing - using our Geography stimulus to create a persuasive piece about potential improvements for our local area.
<b>History</b>	<b>Design and Technology</b>
<ul style="list-style-type: none"> <li>Begin to understand the terms Stone Age, Iron Age and Bronze Age and organise chronologically</li> <li>Find out what was needed to survive the 'paleolithic' Stone Age</li> <li>Explain what was 'new' about the Neolithic Stone Age</li> <li>Explain what life was like in Bronze Age Britain</li> <li>Investigate how Celtic people lived (Iron Age)</li> </ul>	<ul style="list-style-type: none"> <li>Research the type of food Iron Age people ate</li> <li>Learn about seasonal sourcing of ingredients in the Iron Age</li> <li>Understand bread was a key part of the Iron Age diet</li> <li>Learn how cereals were ground in the Iron Age</li> <li>Plan and make Iron Age bread</li> </ul>
<b>Science</b>	
<u><b>Rocks and soils</b></u> <ul style="list-style-type: none"> <li>Compare and group different kinds of rocks</li> <li>Describe how fossils are formed</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	

## Discrete Subjects

<b>Maths</b>	
<p><b>Multiplication and Division B</b></p> <ul style="list-style-type: none"><li>• Multiply up to a 4-digit number by a 1-digit number</li><li>• Multiply a 2-digit number by a 2-digit number (area model)</li><li>• Multiply a 2-digit number by a 2-digit number</li><li>• Multiply a 3-digit number by a 2-digit number</li><li>• Multiply a 4-digit number by a 2-digit number</li><li>• Solve problems with multiplication</li><li>• Short division</li><li>• Divide a 4-digit number by a 1-digit number</li><li>• Divide with remainders</li><li>• Efficient division</li><li>• Solve problems with multiplication and division</li></ul> <p><b>Fraction B</b></p> <ul style="list-style-type: none"><li>• Multiply a unit fraction by an integer</li><li>• Step 2 Multiply a non-unit fraction by an integer</li><li>• Step 3 Multiply a mixed number by an integer</li><li>• Step 4 Calculate a fraction of a quantity</li><li>• Step 5 Fraction of an amount</li><li>• Step 6 Find the whole</li><li>• Step 7 Use fractions as operators</li></ul>	<p><b>Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>• Decimals up to 2 decimal places</li><li>• Equivalent fractions and decimals (tenths)</li><li>• Equivalent fractions and decimals (hundredths)</li><li>• Equivalent fractions and decimals</li><li>• Thousandths as fractions</li><li>• Thousandths as decimals</li><li>• Thousandths on a place value chart</li><li>• Order and compare decimals (same number of decimal places)</li></ul> <p><b>Perimeter and Area</b></p> <ul style="list-style-type: none"><li>• Perimeter of rectangles</li><li>• Perimeter of rectilinear shapes</li><li>• Perimeter of polygons</li><li>• Area of rectangles</li><li>• Area of compound shapes</li><li>• Estimate area</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Draw line graphs</li><li>• Read and interpret line graphs</li><li>• Read and interpret tables</li><li>• Two-way tables</li><li>• Read and interpret timetables</li></ul>
<b>Science</b>	<b>Religious Education</b>

<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Compare and group different kinds of rocks</li> <li>• Describe how fossils are formed</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• Compare/group materials into solids, liquids and gases</li> <li>• Observe changes when materials heated/cooled</li> <li>• Record/observe temp at which materials change Water cycle - evaporation &amp; condensation</li> </ul>	<p><b>When Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>• Understand the story of Pentecost</li> <li>• Discuss what happened during Pentecost and its importance</li> <li>• Examine how Pentecost is represented in Art</li> <li>• Learn about the importance of the Holy Spirit in Pentecost</li> <li>• Imagine and discuss what the Kingdom of God is like</li> <li>• Imagine and discuss what the world might be like without the Holy Spirit</li> </ul> <p><b>Understanding Christianity: Salvation</b></p> <ul style="list-style-type: none"> <li>• What difference does the resurrection make for a Christian?</li> </ul>
<p><b>Geography</b></p> <p><b>How could we improve Partridge Green?</b></p> <ul style="list-style-type: none"> <li>• Locate our local area using maps, atlases and digital mapping</li> <li>• Map out the local area in detail</li> <li>• Use fieldwork skills to observe and record features in the local area</li> <li>• Present and explain fieldwork research using geographical terms</li> <li>• Use eight points of the compass to give directions</li> </ul>	<p><b>Computing</b></p> <p><b>Video Editing</b></p> <ul style="list-style-type: none"> <li>• explain what makes a video effective</li> <li>• use a digital device to record video</li> <li>• capture video using a range of techniques</li> <li>• create a storyboard</li> <li>• identify that video can be improved through reshooting and editing</li> <li>• consider the impact of the choices made when making and sharing a video</li> </ul> <p><b>Flat file Databases</b></p> <ul style="list-style-type: none"> <li>• use a form to record information</li> <li>• compare paper and computer-based databases</li> <li>• outline how grouping and then sorting data allows us to answer questions</li> <li>• explain that tools can be used to select specific data</li> <li>• explain that computer programs can be used to compare data visually</li> <li>• apply my knowledge of a database to ask and answer real-world questions</li> </ul>
<p><b>Physical Education</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Choreograph planned dances by using, adapting and developing actions and steps from different dance styles</li> <li>• Confidently use dynamics to express different dance styles</li> <li>• Use direction and patterning to express different</li> </ul>	<p><b>Modern Foreign Languages</b></p> <p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Recall from memory a selection of nouns and indefinite articles for common classroom objects.</li> <li>• Learn how to use the negative in Spanish.</li> <li>• Describe what we have and do not have in our pencil case.</li> </ul>

<p>dance styles</p> <ul style="list-style-type: none"> <li>Confidently use formations, canon and unison to express a dance idea.</li> <li>Perform dances expressively, using a range of performance skills, showing accuracy and fluency</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>Develop the range of shots used in the games they play</li> <li>Develop their range of serving techniques appropriate to the game they are playing</li> <li>Use a variety of shots to keep a continuous rally.</li> <li>Demonstrate effective footwork patterns to move around the court.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>Develop control when S&amp;R under pressure</li> <li>Select and apply a variety of dribbling techniques to game situations</li> <li>Explore creating tactics with others and applying them to game situations.</li> <li>Developing tracking and marking with a variety of techniques and increased success</li> <li>Move to create space for themselves and others in their team.</li> </ul>	<p><b>Spanish (cont from Spr 1)</b></p> <ul style="list-style-type: none"> <li>Understand possessive adjectives better in Spanish ('my' form only).</li> </ul> <p><b>Easter in Spain - La semana santa -</b></p> <ul style="list-style-type: none"> <li>How is Easter celebrated in Spain? How is it similar/different to the UK?</li> </ul>
<p><b>Music</b></p> <p><b>John Adams - Short Ride in a Fast Machine</b> - the pentatonic scale, ostinato</p> <p><b>Charanga - Musical Structures - How does music bring us together?</b></p> <p>Listening and appraising, singing, time signatures, improvising and composing - glockenspiel</p>	<p><b>Relationships Sex and Health Education</b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Broken dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group celebrating contributions, resilience and positive attitudes</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>Healthier Friendships</li> <li>Group Dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness Peer Pressure</li> <li>Celebrating Inner Strength</li> </ul> <p><b>Our Locality</b></p> <ul style="list-style-type: none"> <li>Crossing a road independently inc Partridge Green High Street</li> </ul>
<p><b>Art and Design</b></p> <p><b>Collage Unit</b></p> <ul style="list-style-type: none"> <li>Explore proportion &amp; tone when drawing</li> <li>Plan a collaged composition</li> <li>Using shading techniques to create pattern and contrast</li> </ul>	