

Year 5

Shine Brightly Curriculum

Spring 2026



Overview of the spring term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Drawing Unit: Perspective	Focus: Online safety	Focus: Textiles Unit: Re-fashioned Fashion	Focus: Animals Focus: Carnival and Using Numbers	Focus: Human Geography Unit: National Parks.	Unit: The Reign of Influential Tudor Monarchs Golden Thread: Monarchy and Power	Focus: Singing Unit: Singing with accurate pitch
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus: Netball Hockey Yoga	Focus: Dreams and Goals Focus: Relationships	Focus: Sanatana Dharma, Christianity Unit: Salvation	Focus: Forces	Fiction: The Wind in the Willows Swallows and Amazons Non-fiction: Women in Science Poetry: I don't like poetry	Fiction: The Giant Battle for the Island Non-fiction: Explanation Text Discussion	Multiplication and Division Fractions and Decimals





As artists in Year 5, we are learning:

Art

Term: Spring

Unit: Perspective drawing

As artists, we are exploring the work of a Manchester-based architect.

As artists, we are learning to draw shapes using one-point perspective.

As artists, we are learning to draw a street with buildings using one-point perspective.

As artists, we are learning to draw shapes using two-point perspective.

As artists, we are learning to draw a city (multiple streets) with buildings using two-point perspective.

As artists, we are designing and drawing our own building using perspective.

Composite: Children design and create a technical architectural drawing of a building using two-point perspective.



As technologists in Year 5, we are learning:

Computing

Term: Spring

Focus: Online Safety

As technologists, we are learning to review our responsibilities and support when online.

As technologists, we are learning how to protect our privacy when online.

As technologists, we are learning how to cite trusted sources when online.

As technologists, we are learning to investigate reliable methods of communication when online.

Composite: To create an infographic, sharing advice for younger children.



As designers in Year 5, we are learning:

D.T

Term: Spring

Unit: Refashioned Fashion

As designers, we are researching the design process of making clothes.

As designers, we are learning how to design / repurpose textiles to make something new.

As designers, we are learning about sewing techniques and fastenings.

As designers, we are learning to design a new garment from old materials.

As designers, we are learning to make a garment

As designers, we are learning to evaluate and present our garment (fashion show).

Composite: To take part in a fashion show and evaluate our garments.



As linguists in Year 5, we are learning:

French

Term: Spring

Focus: Animals

As linguists, we are learning to understand some animal nouns in French

As linguists, we are learning to recognise animal nouns in plural

As linguists, we are learning to say what animals I have

As linguists, we are learning to tell someone what my favourite animal is

As linguists, we are learning to listen to and join in a story about animals

As linguists, we are learning to model to write a simple story about animals

Composite: To create a small book about animals.



As linguists in Year 5, we are learning:

French

Term: Spring

Focus: Carnival and Numbers

As linguists, we are learning to about French traditions and take part in a carnival celebrations

As linguists, we are learning to write some numbers between 1 and 16.

As linguists, we are learning to say and write numbers up to 20

As linguists, we are learning to ask and answer, “How old are you?”

As linguists, we are learning to take part in simple dialogue about myself, using familiar questions and answers

As linguists, we are learning to understand easter vocabulary

Composite: To apply knowledge and write to our French pen-friend about Easter.



As geographers in Year 5, we are learning:

Geography

Term: Spring

Unit: National Parks and Spaces for the Future

As geographers, we are learning to use longitude and latitude to locate specific places.

As geographers, we are learning about the draw of National Parks for millions of people.

As geographers, we are learning to understand why there was a need to introduce National Parks – Yellowstone.

As geographers, we are learning to understand why there was a need to introduce National Parks – Grand Canyon.

As geographers, we are learning to discuss, with evidence, whether National Parks should exist and whether their purpose is positive for our natural spaces.

Composite: Class Debate – Are National Parks a benefit to us or not?



As historians in Year 5, we are learning:

History

Term: Spring

Unit: The Reign of Influential Tudor Monarchs

Golden thread: Monarchy and Power

As historians, we are learning to research the Tudor period and their relation to other events.

As historians, we are learning about the reign of King Henry VIII.

As historians, we are learning to investigate the short reigns of Edward VI and Lady Jane Grey.

As historians, we are learning to discover the actions of Queen Mary I and understand how she gained the nickname 'Bloody Mary'.

As historians, we are learning about significant events from the reign of Queen Elizabeth I and how she came to be one of our most famous monarchs.

As historians, we are presenting our knowledge of influential Tudor monarchs.

Composite: To participate in a court room role play, putting the Tudor monarchs on trial, with the judges reaching a final verdict on which was the most influential.



As musicians in Year 5, we are learning:

Music

Term: Spring

Focus: Singing

As musicians, we are learning to listen and appraise a piece of music confidently.

As musicians, we are learning to understand three-part rounds.

As musicians, we are learning to explore partner songs.

As musicians, we are learning to understand the structure of a song.

As musicians, we are learning to learn a song using accurate pitch.

As musicians, we are learning to perform a song with the skills we have learnt.

Composite: We are learning to perform our final piece to an audience.



As sports people in Year 5, we are learning:

P.E

Term: Spring

Focus: Netball

As sports people, we are learning to explore different passes and apply them to different situations.

As sports people, we are learning to develop movement skills to lose a defender in different situations.

As sports people, we are learning to communicate with our team, move into space and take the ball towards goal.

As sports people, we are learning to defend an opponent and know when to try and intercept.

As sports people, we are learning to develop the shooting action under pressure.

As sports people, we are learning to use and apply skills, principles and tactics to a game situation.

Composite: To apply skills in a tournament.



As sports people in Year 5, we are learning:

P.E

Term: Spring

Focus: Hockey

As sports people, we are learning to use attacking skills to beat a defender.

As sports people, we are learning to send and receive under pressure.

As sports people, we are learning to communicate with our team, move into space and take the ball towards goal.

As sports people, we are learning defensive techniques to gain possession.

As sports people, we are learning to use defending tactics to gain possession.

As sports people, we are learning to use and apply skills, principles and tactics to a game situation.

Composite: To apply skills in a tournament.



As sports people in Year 5, we are learning:

P.E

Term: Spring

Focus: Yoga

As sports people, we are learning to understand how breath can help us to hold and move from pose to pose.

As sports people, we are learning to identify and use balance when exploring poses and creating a flow.

As sports people, we are learning to identify and use flexibility when exploring poses and creating a flow.

As sports people, we are learning to identify and use strength when exploring poses and creating a flow.

As sports people, we are learning to create and refine a flow with a partner.

As sports people, we are learning to lead others through our flow.

Composite: To perform flows with concentration and control



As successful citizens in Year 5, we are learning:

PSHE

Term: Spring

Focus: Dreams and Goals

As successful citizens, we are learning to understand that I will need money to help me achieve some of my dreams.

As successful citizens, we are learning to understand about a range of jobs carried out by people I know and have explored how much people earn in different jobs.

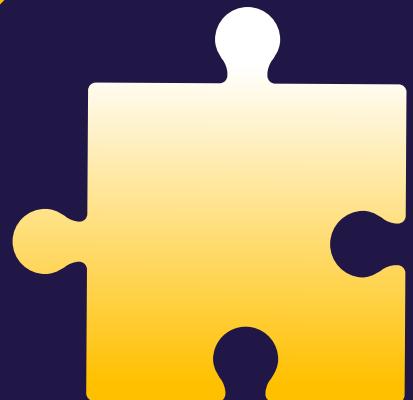
As successful citizens, we are learning to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.

As successful citizens, we are learning to describe the dreams and goals of young people in a culture different to mine.

As successful citizens, we are learning that communicating with someone in a different culture means we can learn from each other and identify a range of ways that we could support each other.

As successful citizens, we are learning to understand how I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this.

Composite: To identify careers and pathways to achieve goals.



As successful citizens in Year 5, we are learning:

PSHE

Term: Spring

Focus: Relationships

As successful citizens, we are learning to have an accurate picture of who I am as a person.

As successful citizens, we are learning to understand that belonging to an online community can have positive and negative consequences.

As successful citizens, we are learning to understand there are rights and responsibilities in an online community or social network.

As successful citizens, we are learning to recognise there are rights and responsibilities when playing a game online.

As successful citizens, we are learning to recognise when I am spending too much time using devices.

As successful citizens, we are learning to explain how to stay safe when using technology to communicate with my friends.

Composite: To create an infographic, sharing advice and statistics for younger children.



As theologists in Year 5, we are learning:

R.E

Term: Spring

Focus/Unit: Sanatana Dharma

How can Brahman be everywhere and in everything?

As theologists, we are learning to think about who we are and what we mean to different people.

As theologists, we are learning to explain why Sanatanis believe Brahman takes on many forms.

As theologists, we are learning to explain some Sanatani teachings about God.

As theologists, we are learning to explain how characteristics of Brahman present in different deities and show how he can be everywhere and in everything.

As theologists, we are learning to explain how we see different aspects of ourselves in different roles. We can make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives.

As theologists, we are learning to explain how a belief in the importance of the living world might affect people's actions.

Composite: To share our knowledge, using key sentence stems, as part of a small group presentation.



As theologists in Year 5, we are learning:

R.E

Term: Spring

Focus/Unit: Christianity- Salvation

As theologists, we are learning to understand how some people believe in destiny and how others might believe in having free will.

As theologists, we are learning to consider whether the crucifixion was a consequence of the events of Holy Week.

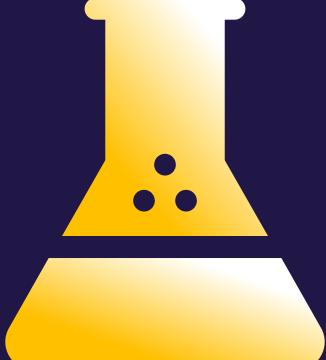
As theologists, we are learning to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (Last Supper to praying in the garden)

As theologists, we are learning to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (The trials, Peter's denial, crucifixion, burial and resurrection).

As theologists, we are learning to explain whether evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week.

As theologists, we are learning to give an example of someone with a strong sense of purpose in our life and give my opinion on this.

Composite: To present our knowledge about an important person, using research to help.



As scientists in Year 5, we are learning:

Science

Term: Spring

Focus: Forces (physics)

As scientists, we are learning about forces.

As scientists, we are learning about the force of gravity.

As scientists, we are learning about the force of air resistance.

As scientists, we are learning about the force of friction.

As scientists, we are learning about the force of water resistance.

As scientists, we are learning about how mechanisms can affect a force.

Composite: Create a simple machine using pulleys, levers or gears for a purpose.