



Termly Overview

Year 5

Spring 2026

Class teachers: Mrs Brookes & Ms Foster, Ms Brommage

Support teachers: Ms Sayers

We hope you all had a wonderful Christmas break. We'd like to wish you all a warm welcome back to school. As always, we have much planned for the term ahead, and the following overview will outline what your child is learning about in class, as well as some important dates to note for this term. More detailed information about what children will be learning will be shared by class teachers through knowledge organisers which are also posted on the school website.

Important dates for your diary

Spring 1: Monday 5th January – Friday 13th February at 3:30pm

- Monday 19th January: Year 5 trip to the Gurdwara
- We break up for half term on Friday 13th February at 3:30pm and we return on Monday 23rd February.

Spring 2: Monday 23rd February - Friday 27th March at 1:30pm

- Thursday 5th March is World Book Day
- Monday 16th March: Year 5 trip to Science Museum
- Friday 20th March 2026 is an INSET day
- Friday 27th March at 10:00am is the Easter service at St Mark's Church
- We break up for the term on Friday 27th March at 1:30pm

Residential Trip to Ironbridge: Monday 18th May – Friday 22nd May 2026

We will be staying in Cloverley Hall and visiting museums in Ironbridge and the surrounding area.

Our Christian Values

As always we will be focusing on teaching an engaging broad curriculum which will involve reading a whole variety of different genres of texts, as well as 'living our Christian values': **Growth, Unity, Kindness and Faith**

At the centre of the school we have our school vision "Belonging, learning and growth for life in all its fullness."

For more detailed information on our school vision, values and ethos we encourage you to visit our website: <http://www.princessfrederica.brent.sch.uk/>

Learning in our class this term

Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging, engaging and diverse curriculum.

By the time children leave our school they will:

- Be kind, confident, well-mannered, thoughtful members of society who embody our Christian values.
- Speak confidently and in Standard English, with a broad range of vocabulary, in formal situations, for example children should be able to argue a point and greet a visitor.
- Have knowledge of a core set of books and poetry that they can make links to and draw upon.
- Have a broad general knowledge and understanding of the world for example of historical facts, geographical sense of place and religions.
- Understand the cultural and historical influences that have shaped this area of London.
- Be ambitious for their futures, expecting that he or she can follow career paths that take them onto higher education such as university or an apprenticeship.
- Enjoy and appreciate the arts and be able to participate in performances, for example music, poetry, dance and drama.
- Understand their body, how to keep it healthy and enjoy participating in sporting activities.
- Have healthy relationships with an age-appropriate understanding of sex education.
- Be able to keep themselves safe (both online and on the streets) and know how to avoid confrontation and resolve disputes peacefully through restorative approaches.
- Have a love of learning and self-efficacy around studying.
- Be passionate about looking after our world and take active responsibility for making a difference in our world.
- Understand and value the concepts of Global Human Values and contribute positively to our community.
- Respect each other regardless of race, religion, ethnicity, culture, gender, disability and wealth.
- Be courageous advocates for the causes they believe in.
- Be anti-racist and call out injustice.

Below is more information about the subjects we will be covering this term (please also refer to our knowledge organisers on the school website).

- History: Local History study: Princess Frederica school- Life in a Victorian school.
- Geography: Biomes ; Position in the world - latitude and longitude
- Religious Education: Sikhism; what happens in churches during Lent and Easter
- Science: Materials and Space
- Computing: Spreadsheets, Databases
- Art: Lowry (street scenes), sculpture
- Relationships, sex and health education: Keeping safe (Online safety and first aid), being a good citizen.
- Texts we will be reading as a whole class are: How to train your dragon by Cressida Cowell, Street Child by Bertie Doherty, You wouldn't want to be a Victorian School Child, The Jabberwocky by Lewis Carroll, A Spoonful of Murder and a Place Called Perfect.

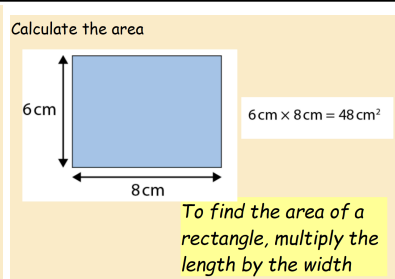
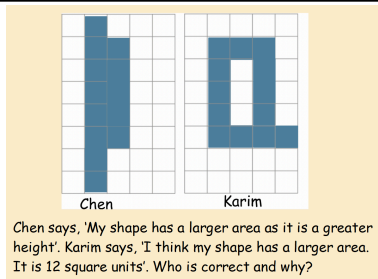
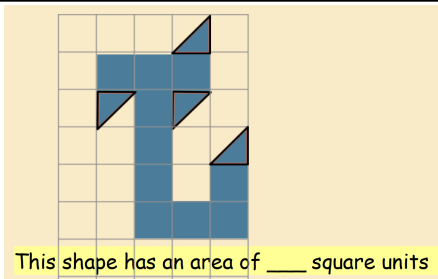
Learning objectives

This term children in Year 5 will be working on the following objectives in the core subjects:

Mathematics

I can:

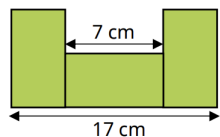
- find the area of a shape by counting the squares and calculation



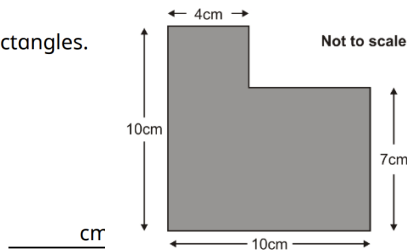
- solve problems involving area, including finding missing lengths

What is the **area** of this shape?

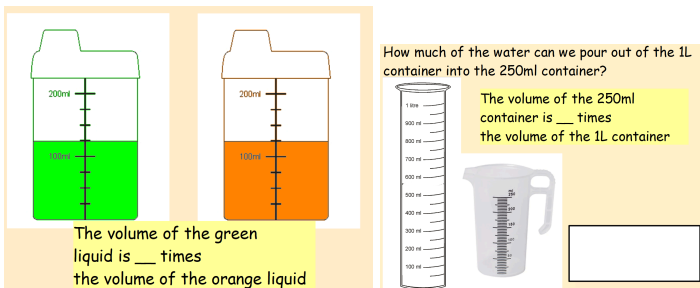
The shape is made up of 3 identical rectangles.



Calculate the area of the shape.



- compare and describe measurements using multiplication and division



- explain the relationship between multiplying and dividing by 10 and 100 with 0.1 and 0.01

LI: To explain the effect of multiplying and dividing by 10, 100 and 1,000.

What do you notice?

	1,000s	100s	10s	1s	0.1s	0.01s	0.001s
$\div 100$				8			
				0	0	8	

$8 \div 100 = \underline{\quad}$ $8 \times 0.01 = \underline{\quad}$

Dividing by 100 is the same as finding one hundredth, making a number one hundredth of the size or multiplying by 0.01

Practise: fill in the gaps

$92 \div 1,000 = \square$ $170 \times 0.1 = \square$

$920 \div 1,000 = \square$ $170 \times 0.01 = \square$

$9,200 \div 1,000 = \square$ $170 \times 0.001 = \square$

Apply: fill in the gaps

$\square \times 1,000 = 170$ $\square \times 100 = 170$

Reading

I can:

- identify how an author's language such as descriptive phrases impact and effect the reader
- make inferences about a character's thoughts and feelings
- retrieve and record information from a non-fiction text
- formulate an opinion and give reasoned justification for my views
- predict what might happen from what is stated or implied

Writing

I can:

- draft and write by organising paragraphs around a theme in narratives: creating settings, characters and plot
- draft and write by organising paragraphs around a theme in non-narrative material
- use commas to clarify meaning or avoid ambiguity in my writing (to separate main and subordinate clauses)

- use a variety of tenses correctly in my writing
- spell most homophones correctly

Home-learning will include opportunities to practise some of these objectives but if you and your child are not sure what they mean please make an appointment to speak to your child's teacher before or after school.

Home-learning and how parents can help

Children work very hard at school during the day so we want to keep home-learning simple and easy to manage. Parents can be a great help if they talk to their children about their learning and set up a routine every night. Little and often is best.

Reading

It is vital that children practise their reading at home by being heard by an adult or older sibling. This is just as important for older children who are decoding texts fluently – they may be able to read the words, but they also need opportunities to discuss the meaning of the texts they are reading as often as possible.

Children in KS2 should read for half an hour every day. Reading aloud is an important and useful part of reading and children in Year should be reading aloud, to an adult or sibling, at least three times a week. You can further support your child's reading by discussing the book with them, for example asking if they can predict the ending, what they think about the main characters or which other books this one is similar to. **Reading books should be brought into school each morning.** We encourage children to read a wide range of authors and text types which they find in everyday life, as well as books. They can read a book from home, from the school library or from the class library, including picture books, poetry, non-fiction and fiction.

Mathematics

Rapid Recall Facts

This year we are going to continue to help children improve their mental maths skills, which are essential to becoming confident mathematicians.

Each half term children will be given a list of **Maths Rapid Recall Facts** to practise and learn at home as well as in school. It is important that they know these thoroughly and can recall specific facts instantly. Whilst children have a wide range of abilities in mathematics, the rapid recall facts are a set of facts that need to be learnt off by heart. They build on each other year on year. Again, we stress that the children must aim to know the facts inside out, back to front and with instant recall. **Children should practise these facts every night for about 10 minutes.** Little and often is the key. Each child will be quizzed on the facts during the half term so teachers can monitor their progress.

Spellings

Your child will receive lists of useful words every week. These words are linked to the spelling pattern or family taught during that week in school. Children will need to practise these for 5 to 10 minutes each night. Little and often is most effective. The children will also have a little red book which will contain spellings individual to the child. We will informally quiz the children every week as part of their spelling lessons.

Weekly events

Library is every other Monday

Music is on Wednesday

Year 5: PE is on Tuesday and Friday – this term the children will be focusing on dance and striking and fielding.

PE Uniform: Children should wear their PE kit to school on PE days. The PE uniform is a T shirt with embroidered crest in their house colour, black shorts or grey jogging bottoms and black plimsolls or trainers.

Best wishes,

Mrs Brookes, Ms Foster & Ms Brommage