



**ABINGDON**  
PREPARATORY SCHOOL

Curriculum Overview  
**Year 5 Spring Term**  
January - March, 2026

 <p><b>ABINGDON</b> PREPARATORY SCHOOL</p> <p>Curriculum Overview <b>Year 5 Spring Term</b> January - March, 2026</p>		<b>Form/ Year Group / Section Events</b>	<b>Personal, Social, Health, Citizenship Education (PSHCE)/Relationship Education</b>
		<p>Term begins: Tuesday 6th January</p> <p>Explanation of Abingdon School Process for Year 5 parents (online): Thursday 8th January 18:30</p> <p>Parent Workshare: Friday 23rd January</p> <p>Parents' evening: 5Z Tuesday 3rd March (online appointments only)</p> <p>5K Wednesday 4th March (online appointments only)</p> <p>Half-term begins: Friday 13<sup>th</sup> February</p> <p>Half-term ends: Sunday 22nd February.</p> <p>World Book Day: Thursday 6th March</p> <p>Trip to Oxford Museums (Science and History) - Wednesday 25th March</p> <p>Term ends: Friday 27th March (12.00).</p>	<p>Pupils will explore the British Values of democracy, rule of law, individual liberty, mutual tolerance and respect. Within this they will explore themes such as racism and celebrating difference and diversity. They will also look at the role local government plays. They will develop their knowledge of e-safety, learning how to spot manipulative behaviour online.</p> <p>Pupils will learn basic first aid around the theme of water safety.</p> <p>They will also take part in a workshop looking at respectful language.</p>
<b>English</b>	<b>Mathematics</b>	<b>Science</b>	
<p>The pupils in Year 5 will study the following skills &amp; themes:</p> <p><b>Spelling:</b> Pupils will study spelling patterns and rules as laid down in the Year 5 spelling guidance of the National Curriculum. Weekly lists will comprise of words based on the week's target spelling rule or pattern together with keywords from the Year 5 list. They will learn to spell their target words, know their meaning and use them appropriately in sentences.</p> <p><b>Grammar:</b> Pupils will learn and practise grammar in relation to the Year 5 / 6 English National Curriculum grammar strand.</p> <p><b>Handwriting:</b> Pupils will continue to practise handwriting as part of their spellings lessons. They will practise printing in lower and upper case and know when it is better to print; practise forming ascenders correctly;; ensure correct formation of the letters 't' and 'k'; form the letter 'y' correctly; and practise their speed and fluency.</p> <p><b>Fiction:</b> The theme will be <b>classic poetry</b> focusing on the poem '<b>The Highwayman</b>' by Alfred Noyes with pupils undertaking reading, writing and speaking and listening activities focused on characterisation, setting, plot structure, tone, mood and inference. They will explore the impact of language choices on tone and mood by experimenting with their own edits within the poem. Students will build on this understanding of mood and tone by beginning to consider viewpoint and opinions between characters, building up to write diary entries from alternate viewpoints and completing the unit with letter writing. They will explore the language and rhythm of the poem and experience reading and performing the poem to an audience. They will also vote on and read a class novel of their choice, read by the class teacher.</p> <p>Towards the end of the term, the pupils will also begin to explore spooky tone and writing which builds tension and suspense by focusing on setting descriptions.</p> <p><b>Non-fiction:</b> The pupils will study the features of informal letter writing.</p>	<p>This term the pupils in Year 5 will study the following topics:</p> <p><b>Multiplication / Division:</b></p> <p>They will extend their understanding of multiplying and dividing whole numbers by 10, 100 and 1,000 to those involving decimals. They will build on their understanding of formal multiplication methods from Year 4 before moving to the formal method of long multiplication. They will consolidate these methods to multiply 4-digit numbers by 1-digit numbers and extend this to be able to multiply 4-digit numbers by 2-digit numbers.</p> <p>The pupils will be taught to divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. They will divide with remainders, including representing these as a fraction and a decimal.</p> <p><b>Fractions, Decimals and Percentages:</b></p> <p>The pupils will begin their unit on fractions, decimals and percentages by recapping their knowledge from Year 4 of identifying, naming and writing equivalent fractions of a given fraction, represented visually, including tenths and hundredths. They will recognise mixed numbers and improper fractions and convert from one form to the other. Pupils should recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators and be able to apply their fraction knowledge to number sequences. They will compare and order fractions less than 1 and greater than 1, add and subtract fractions with the same denominator and denominators that are multiples of the same number. The pupils will learn the skills to multiply proper fractions and mixed numbers by whole numbers; to read and write decimal numbers as fractions; to read, write, order and compare numbers with up to three decimal places. Additionally, they will understand that percent relates to 'numbers of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. They will be taught how to solve problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25</p> <p><b>Word problems:</b> The pupils will continue to solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p><b>Assessment:</b> The pupils will continue to recap their understanding of previous learning from last term through informal weekly recap quizzes. Continual support and</p>	<p>This term Year 5 pupils will study the following topics:</p> <p><b>Earth and Space:</b> The pupils will continue with this unit. They will be able to describe the Earth, Moon and Sun, as approximately spherical bodies and investigate the relative sizes of each. Pupils will be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. They will explore sun shadows and how this can help determine time around the Earth. The pupils will learn about the phases of the Moon and the movement of the Moon in relation to Earth. They will go on to describe the movement of the Earth and other planets relative to the Sun in the solar system and use independent research to present data about a solar system planet of their choice. They will undertake some investigations on gravity and be aware that gravity is important within our solar system. The pupils will learn simple facts about the Milky Way and other galaxies and the lifecycle of stars, touching on supernovas etc. Constellations will be touched upon.</p> <p><b>Evolution &amp; Adaptation:</b> The pupils will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will study a variety of organisms and recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Pupils will begin to identify that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox</p>	

	<p>teaching of revision techniques will be a key part of learning this term. These will take the form of weekly recap quizzes to recap key learning from previous weeks, Times Tables Rockstars, analysing word problems, discussions following problem solving and lessons, self and peer marking and reflecting on mistakes (what can we learn from this?).</p>	<p>Pupils will find out about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Our Year 5 trip to the Oxford Museum of Natural History works very well to consolidate this topic.</p>
<b>Geography</b> <p>This term the pupils will be learning about <b>Tectonic Plates, Earthquakes and Volcanoes</b>. They will begin by learning about the structure of the Earth and how this contributes to volcanic and earthquake activity. They will investigate the structure of volcanoes and where volcanoes are located around the World. Using GIS software, Digimaps, the pupils will explore volcanic activity around the World using the overlay tool and use the information tool to research them further. The pupils will learn how the Earth is split into tectonic plates and understand why the area around the Pacific Ocean is called the Ring of Fire. Following a case study on Montserrat, they will explore the effects of volcanic eruption and consider why people may choose to live near volcanoes. Using lines of longitude and latitude, the pupils will locate the World's biggest earthquakes around the World.</p>	<b>History</b> <p>This term the pupils will find out who the <b>Maya</b> were and when they lived in comparison to other British and World History events they know. They will research and investigate why the Maya are worthwhile to study at KS2; investigate how the Maya could survive in dense rainforest; find out about daily life from sources including experiencing the game of Pok-ta-pok; investigate what sources show us about the Maya and begin to critique this and find out about the fall of the Maya empire. During the unit they will handle evidence, including during their visit to the Pitt Rivers Museum in Oxford where they will investigate primary artefacts from an additional Meso-American civilisation - the Aztecs - as a comparison.. They will also have the opportunity of developing their skills of: <i>Independent learning &amp; research; Collaborative learning - using digital media as well; Communication skills - through a variety of media (including digital); Thinking &amp; problem solving (Higher Order thinking skills); and Reviewing and improving.</i></p>	<b>Religious Education (RE)</b> <p>This term the pupils will continue to investigate the <b>Life and Teaching of Jesus</b>. They will look critically at the stories of Jesus and consider why people reacted so differently to him and at the possibility or otherwise of miracles. An opportunity to develop their reasoning and discussion skills.</p>
<b>French</b> <p>Pupils will focus on speaking, listening, reading and writing activities to extend their understanding of the language. Topics will be consolidated and extended for pets, family and parts of the body. There will be a focus on grammar including 'avoir' and 'être', agreement and correct use of the definite and indefinite article, possessive adjective, adjective agreement for size and colour and, pluralising nouns. Pupils will learn the French alphabet and start to spell words using it.</p>	<b>Computing</b> <p>This term the pupils in Year 5 will study the following topics:</p> <p><b>Programming – Selection in physical computing:</b> Pupils will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Pupils will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices – LEDs and motors).</p> <p><b>Data and information – Flat-file databases:</b> Pupils learn how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p>	<b>Drama</b> <p>During this term, the pupils will spend time developing their key drama skills by focusing on devising, scripting and performing more complex dramatic pieces, while fostering creativity, collaboration and critical thinking.</p>
<b>Art</b> <p>In Year 5 the pupils will enter the <b>Young Art Oxford competition</b>. They will develop their own unique entry based upon the given title.</p> <p><b>Food in art:</b> Pupils will explore how food has been represented through a variety of media, by a variety of artists.</p> <p><b>Media:</b> The pupils will explore sculpture, and how to create their own clay cake box using the slab method. 2D they will be using pastels to create a cake design in the style of Wayne Thiebaud.</p> <p><b>Artists:</b> Pupils will explore the works of Wayne Thiebaud, Claes Oldenburg and Lisa Milroy.</p>	<b>Design and Technology (DT)</b> <p>In DT this term Year 5 pupils will be working on 3 different projects, each focusing on different skills using a variety of materials and processes.</p> <p><b>Penalty shoot out:</b> Pupils will be developing their woodworking skills by designing and making a wooden penalty football game.</p> <p><b>Cupcake pin cushions:</b> Pupils will focus on their textiles skills making pom pom pin cushions.</p> <p><b>Achievement shields:</b> Pupils will be designing and making a wooden shield to celebrate the achievement of a person of their choosing.</p>	<b>Music</b> <p><b>Singing:</b> Pupils will continue to work on pitching their voices with some two and three-part singing, building confidence in their individual and ensemble work.</p> <p><b>Class Ukulele:</b> Pupils will learn the foundational technique of playing the Ukulele, including both single pick, and chord strumming. They will learn four primary chords and build towards a performance that includes singing and strumming at the same time.</p>
<b>Games</b> <p>The pupils will learn to play <b>hockey and rugby</b>. They will play in 7-a-side games and develop their basic skills, including passing, dribbling, shooting, tackling, positional play, tactics, and reading the game. They will participate in inter-school and house matches. They will follow the RFU and EH guidelines.</p>	<b>Physical Education (PE)</b> <p>This term the pupils will develop their skills and understanding of invasion games.</p> <p><b>Hockey:</b> They will develop their skills in dribbling, passing and shooting, and taking short corners.</p> <p><b>Netball:</b> Development of spatial awareness, footwork drills, catching, passing, shooting and attacking and defensive principles.</p>	<b>Swimming</b> <p>The pupils in Year 5 will be developing the following skills:</p> <p><b>Breaststroke:</b> They will practise and develop their starts and turns. They will learn variations on the stroke.</p> <p><b>Butterfly:</b> They will be taught and given the chance to develop this stroke.</p>

		<b>Medley relays:</b> They will take part in team relays involving all four strokes.
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