

**West Park Primary School**  
**Year 5 Spring 2<sup>nd</sup> Half Term Plan 2026**

**Maths**

**Learning**

- To understand percentages.
- To convert between percentages, fractions and decimals.
- To calculate the perimeter of rectangles, rectilinear shapes and other polygons.
- To calculate the area of rectangles and compound shapes.
- To estimate the area of different 2D shapes.
- To draw, read and interpret line graphs.
- To draw, read and interpret tables.
- To read and interpret timetables.

**Outcome**

To be able to use and understand equivalent percentages, fractions and decimals – using them to solve problems.

To understand that perimeter is the distance around the outside of a shape and that area is the space inside; to be able to estimate and calculate both.

To be able to solve comparison, sum and difference problems using information presented in a line graph. (INCLUDING REVISION OF YR4 OBJECTIVES); complete, read and interpret information in tables including timetables. (INCLUDING REVISION OF YR4 OBJECTIVES)

**Key Vocabulary**

percentage, percentages, equal parts, numerator, denominator, tenths, hundredths, axis, data, intervals, sum, difference, pictogram, continuous(line) and variable(bar) data, horizontally, vertically, days, hours, minutes, seconds.

**Shared Reading**

**Learning**

- To understand what characters are like through their actions.
- To understand what they are reading by drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction.
- To use hot seating to develop an understanding of a character personality and why they behave in a certain way.
- To find evidence from text to support comprehension answers or support opinions.
- To discuss themes and use technical vocabulary used by the author when discussing text.

**Outcome**

Pupils will read, discuss and understand the book *The Wild Robot* by Peter Brown. They will be able to use evidence from the text to support answers when completing comprehension questions.

**Key Vocabulary**

Inference, evidence, predict, retrieve, summarise, similes, metaphors, analogy, imagery, themes, survival, wilderness, habitats, wildlife.

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**Writing**

**Learning**

- To research and make notes on portal stories
- To describe settings
- To plan, write and edit a portal story
- To identify the features of biographies
- To read and retrieve key facts about David Attenborough
- To learn about the different sections in a biography, including early life, achievements and legacy
- To research facts about a famous person.
- To plan, draft and edit a biography.

**Outcome**

Unit 1 Portal story – Pupils will plan, draft and edit their own portal story using key technical language features from our demonstration writing lessons e.g. parenthesis (extra information), adverbs, metaphors, repetition, alliteration, and dialogue.

**Key Vocabulary**

Character, setting, verbs, parenthesis, adverbs, adjectives, alliteration, dialogue, past tense.

**Outcome**

Unit 2 Biographies - Pupils will plan, draft and edit a biography using key technical language features from our demonstration writing lessons e.g. alliteration, colons, parenthesis, subordinating conjunctions, adverbial phrases, quotes and modal verbs.

**Key Vocabulary**

Biography, alliteration, colon, parenthesis, brackets, dash, commas, subordinate conjunction, synonyms, modal verb.

**Science**

**Learning**

- To discuss different types of forces and explain how to use a Newton meter to measure force.
- To explore what the words friction and resistance mean and to investigate the effect of friction on different surfaces.
- To understand the effects of air resistance.
- To understand the effects of water resistance.
- To investigate levers, gears and pulleys and explain how these use forces to make lifting and other movement easier.

**Outcome**

Pupils will be able to recognise a range of forces (air resistance, water resistance and friction) and explain why unsupported objects fall towards the Earth whilst understanding why mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.

**Key Vocabulary**

unsupported, Earth, force, gravity, object, air resistance, water resistance, friction, surfaces, mechanisms, levers, pulleys, gears, smaller force, push, pull, cause, effect

**RE**

**Learning**

- To order the key events of 'The Big Story'.
- To understand who is responsible for Jesus' death?
- To understand why did Jesus die?
- Remembering Jesus' Death.

**Outcome**

Pupils will be able to outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it; explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms; and suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.

**Key Vocabulary**

Salvation, Jesus, Sacrifice, Communion, Resurrection, Disciples, Eucharist

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**DT**

**Learning**

- Children will research pneumatics and construct a simple system.
- Children will perform focussed practical tasks.
- To plan and make a moving monsters mouth/head.
- Children will evaluate their design.

**Outcome**

Children will INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE pneumatics activities. Children will perform focused practical tasks (FPTs). Children will design and make a pneumatic mechanism. This system will be a moving monsters mouth. Children will evaluate our product.

**Key Vocabulary**

components, fixing, tubing, syringe, plunger, pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight , linear, rotary, oscillating, reciprocating, function, prototype, appealing, design brief, research investigate.

**French**

**Learning**

- To say whether they live in a house or an apartment and say where it is.
- To repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.
- To tell somebody in French what rooms they **have** or **do not have** in their home.
- To ask somebody else in French what rooms they have in their home.
- To attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).

**Outcome**

Pupils will be able to say and write in French whether they live in a house or an apartment while also saying what room they have and do not have at home using the key structure **chez moi il y a...** and **chez moi in n'y a pas de/d'...** They will also use the conjunction '**et**' (**and**) to link two sentences together.

**Key Vocabulary**

Où habites-tu? (Where do you live?), J'habite dans... (I live in...), une maison (a house), un appartement (an apartment), en ville (in town), à la campagne (in the countryside), à la montagne (in the mountains), au bord de la mer (by the sea), dans un village (in a village), Chez moi il y a... (In my home there is.../ there are...), Chez moi il n'y a pas de... (In my home there is not.../ there are no...), une cuisine (a kitchen), une salle à manger (a dining room), une salle de bains (a bathroom), une chambre (a bedroom), une buanderie (a utility room), un sous-sol (a basement), un bureau (an office/a study), un salon (a living room), un garage (a garage), un jardin (a garden), et (and), mais (but)

**Computing**

**Learning**

- To explain that computers can be connected together to form systems
- To recognise the role of computer systems in our lives
- To identify how to use a search engine
- To describe how search engines select results
- To explain how search results are ranked
- To recognise why the order of results is important, and to whom

**Outcome**

Pupils will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems, explaining the input, output, and process aspects of a variety of different real-world systems. Pupils will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

**Key Vocabulary**

System, connection, digital, input, process, output, search engine, refine, index, crawler, bot, ordering, ranking, links, algorithm, search engine optimisation (SEO), searching, web crawler, content creator, selection, ranking

**PSHE**

**Learning**

- To know that people have different kinds of relationships in their lives
- To know that people are attracted to and love each other can be of any gender, ethnicity, or faith, the way couples care for one another
- To know that adults can choose to be part of a committed relationship or not
- To know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- To know how growing up and becoming more independent comes with increased opportunities and responsibilities
- To know how friendships may change as they grow and how to manage this

**Outcome**

Pupils will be able to describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

**Key Vocabulary**

Relationship, romantic, intimate, attraction, love, couples, committed, marriage, civil partnership, equal, forcing, crime, gay, lesbian, heterosexual



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**Music**

**Learning**

- To control the dynamics of ensemble playing as well as individually.
- To describe, compare and evaluate different types of music beginning to use musical words.
- To comment on the success of own and others work, suggesting improvements based on intended outcomes.
- To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

**Outcome**

Pupils will have listened to a range of songs to hear the difference in dynamics of a piece and how this affects how the music is perceived. They will have played together in unison, using the glockenspiels, for each song following the tutorials provided by the Charanga unit of study. Each song also comes with a script so there will be opportunities to perform too if they wish to do so.

**Key Vocabulary**

dynamics, Pitch accuracy, Tone production, Pulse rhythm and metre, Phrase structure, Expressive techniques, Improve concentration / memory

**Games**

**Learning**

- To be able to bowl with accuracy and precision.
- To explore, understand and use the different umpiring signals given.
- To understand when and when not to run, in a variety of in game scenarios.
- To be able to work in small teams, positioning each other tactically, to stop the attacking batters from scoring.
- To understand the scoring system and be able to call certain scores without adult support.
- To play in a variety of tournament style matches against a variety of peers.

**Outcome**

Pupils will be able to bowl a variety of balls underarm to an opposing player, where they will try to hit a designated target. With this, they will need to think tactically and be spatially aware of others around them, using previously taught communicational skills to work effectively in team scenarios.

**Key Vocabulary**

Wides, no balls, umpire, bowler, fielders, crease, deep and close fielding, wicket, boundary line.

**P.E**

**Learning**

- To be able to use our bodies, either through stretching or curling, to travel from one position to another.
- To explore a variety of ways of travelling through the air.
- To understand what the phrase 'take flight' means and how we should land correctly.
- To be able to perform a variety of jumps and create a clear sequence with a clear beginning and end.
- To advance methods of flight and begin to link movements together, beginning with balance and ending with a balance.
- To continue to advance methods of flight and link movements together, beginning and ending with a balance.

**Outcome**

Pupils will use a variety of skills with control, technique, co-ordination and fluency whilst understanding what composition means through the art of performing complex sequences. Accompanied with this, learners will acquire a variety of gym vocabulary along the way to describe how to improve and refine performances that use not just the body but also with equipment as well.

**Key Vocabulary**

Select, combine, skills, techniques, control, fluency, composition, performing, analyse, complexity, strength, co-ordination, sequences, mat, apparatus