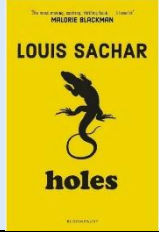


## Overview Spring 2 2026

### Text Holes



### Home Learning

Read to an adult 4 times a week

Spelling sheet

TT rockstars

### Literacy

#### Holes

- Legend Writing
- Persuasive Writing
- Various spelling patterns
- Comprehension skills

### Maths

Y5

- Decimals and percentages
- Perimeter and area
- Statistics

Y6

- Ratio
- Algebra
- Decimals

**Subject: Science**

**Topic      Vocabulary      Knowledge / Skills**



<i>soluble</i>	<i>able to be dissolved.</i>
<i>filtering</i>	<i>a device to remove dirt or other solids from liquids and gases.</i>
<i>dissolve</i>	<i>when something solid mixes with a liquid and becomes a solution</i>
<i>reversible change</i>	<i>can be reversed back to its original state</i>
<i>irreversible change</i>	<i>cannot be reversed back to its original state.</i>
<i>transparent</i>	<i>allows light to pass through</i>
<i>thermal conductor</i>	<i>allows heat to pass through</i>
<i>electrical conductor</i>	<i>allows electricity to pass through.</i>
<i>property</i>	<i>a characteristic of a material which can be observed.</i>

In this unit children will have compared and grouped together everyday materials on the basis of their properties, including their hardness, solubility, transparency, response to magnets and electrical and thermal conductivity.

They will have given reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic.

Working scientifically, children will have classified materials in different ways explaining their classification criteria.

They will have planned, carried out and interpreted an investigation in trying to answer a question about the most suitable material for a given function.

**Materials**

**Subject: Religious Education (RE)**

Topic	Vocabulary	Knowledge / Skills
<b>If God is everywhere, why go to a place of worship?</b>	Worship Believer Embody 'Body of Christ' Quaker Friendship Deity Sacrifice Pilgrimage church mosque synagogue temple sacred symbols sacred place of worship	<p>Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>Describe and make connections between examples of religious creativity. Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p>

Topic	Vocabulary	Knowledge / Skills																
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Leisure and Entertainment</b></p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="253 108 882 153">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="253 153 465 276">leisure</td> <td data-bbox="465 153 882 276">Time spent doing something you enjoy.</td> </tr> <tr> <td data-bbox="253 276 465 392">entertainment</td> <td data-bbox="465 276 882 392">Something used to help people enjoy themselves.</td> </tr> <tr> <td data-bbox="253 392 465 525">economy</td> <td data-bbox="465 392 882 525">How money is spent and made by people. The economy means the wealth of the country.</td> </tr> <tr> <td data-bbox="253 525 465 687">golden age</td> <td data-bbox="465 525 882 687">A period of time in which there is lots of prosperity and creativity. It often describes a time when a type of art is at its best.</td> </tr> <tr> <td data-bbox="253 687 465 804">broadcast</td> <td data-bbox="465 687 882 804">To send information through radio or television.</td> </tr> <tr> <td data-bbox="253 804 465 967">society</td> <td data-bbox="465 804 882 967">This describes people who live in the same place as each other, defined by their thoughts and interests as a group.</td> </tr> <tr> <td data-bbox="253 967 465 1099">technology</td> <td data-bbox="465 967 882 1099">Scientific inventions that aim to make everyday tasks easier.</td> </tr> </tbody> </table>	Key Vocabulary		leisure	Time spent doing something you enjoy.	entertainment	Something used to help people enjoy themselves.	economy	How money is spent and made by people. The economy means the wealth of the country.	golden age	A period of time in which there is lots of prosperity and creativity. It often describes a time when a type of art is at its best.	broadcast	To send information through radio or television.	society	This describes people who live in the same place as each other, defined by their thoughts and interests as a group.	technology	Scientific inventions that aim to make everyday tasks easier.	<p>In this unit about leisure and entertainment, children will develop their knowledge of modern British history and understanding of changes over time. Throughout the unit, they will be encouraged to think about the impact of leisure and entertainment on society and people’s everyday lives. They will learn about how changes to working hours and pay gave people more capacity to afford holidays, more time to play sport and follow their musical interests.</p> <p>Children will also come to understand how changes over time in technology improved access to music, movies, television and gaming in the 20th century.</p> <p>When learning about holidays, children will explore primary and secondary sources to understand people’s experiences at the seaside, at holiday camps and on holidays abroad.</p> <p>Children will then develop their chronological knowledge while learning about how professional sport became more accessible to many in the 20th century and how television meant that people could watch sport more easily.</p> <p>When learning about music in the 20th century, children will gain an understanding of how music technology developed before going on to research trends in music during different decades. Then, children will learn about how cinema became a popular form of entertainment.</p>
	Key Vocabulary																	
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**Subject: PE**

Topic	Vocabulary	Knowledge / Skills
Striking and Fielding Games	<p><u>Key Vocabulary</u></p> <p>Striking Fielding Throwing Catching Rolling Tracking Stopping Equipment Bat Swing Improving Challenging Persevering tactic, cut-off, boundary, placement, innings, teamwork umpire, coach, anticipate, direct hit, placement, declare</p>	<p>Year 5 – Knowledge and Skills</p> <ul style="list-style-type: none"><li>● Develop a range of batting techniques.</li><li>● Catch under pressure.</li><li>● Apply tactics (e.g. backing up, cutting off runs).</li><li>● Play in competitive games with understanding of roles.</li></ul> <p>Year 6 – Knowledge and Skills</p> <ul style="list-style-type: none"><li>● Adapt fielding to opposition strengths.</li><li>● Apply tactical thinking in batting and fielding.</li><li>● Lead fielding teams and organise positions.</li><li>● Umpire and coach basic games.</li></ul> <p>End of KS2 Outcomes</p> <ul style="list-style-type: none"><li>● Strike and field with accuracy and control</li><li>● Make tactical decisions.</li><li>● Understand full rules and positions.</li><li>● Lead and evaluate gameplay</li></ul>

**Subject: PSHE**

Topic	Vocabulary	Knowledge / Skills
Drug Education	Responsibility Immunisation Prevention Prescribed Unrestricted Restricted Volatile Legal Illegal Substances Exploited Vulnerable	<ul style="list-style-type: none"> <li>• Knowing how to make informed choices.</li> <li>• Identifying a range of drugs/substances and assessing some of the risks/effects.</li> <li>• Identifying influences and when an influence becomes a pressure.</li> <li>• Developing skills of how to ask for help.</li> <li>• Identify basic emergency procedures.</li> <li>• Understanding the term 'habit' and why habits can be hard to change</li> </ul>

**Subject: Design and Technology**

Topic	Vocabulary	Knowledge / Skills
Musical Instruments	investigate, survey, plan, research, texture, intention, structure, outcome, mouldable material, mould, moulding, adhesives, polyvinyl acetate (PVA), wood glue, shape/shaping, sound, note, pitch, duration, dynamics, tempo, timbre, range of sounds (e.g. high, low, quiet), strength, reinforce, names of instruments (e.g. sitar, drum, tambourine, etc.	<p><u>Investigate</u>, disassemble and evaluate a range of musical instruments in order to learn how they function. Relate the way things work to their intended purpose, how materials and components have been used, people's needs and what users say about them.</p> <p><u>Identify</u> a purpose for their instrument. Use information sources, including IT, to help in their designing. Use cross section diagrams in the design stage.</p> <p><u>Develop</u> a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Select appropriate materials, tools and techniques.</p>

Evaluate their design ideas as these develop, bearing in mind the users and the purposes for which the product is intended, and indicating ways of improving their ideas.

**Subject: Music**

<b>Topic</b>	<b><u>Vocabulary</u></b>	<b><u>Knowledge/Skills</u></b>
Musical Effects and Moods	<p>Affect: An overarching term that includes all valenced states such as emotion, preference, and mood.</p> <p>Emotion: A brief, intense psychophysiological reaction involving subjective feelings, behavioural expressions, physiological arousal, neural activation, action tendencies, and regulatory processes.</p> <p>Musical Emotions: Emotions induced by music, which frequently include a pleasurable component, even in the case of negative emotions.</p> <p>Mood/Preference: Affective states of lower intensity and longer effect than emotions.</p> <p>Plutchik's Wheel of Emotions: A classification of emotions based on their intensity and valence, which includes basic emotions and their blends.</p>	<p>Exploring Pulse: Children learn to recognize pulse through songs and movement, which is essential for understanding the emotional impact of music.</p> <p>Exploring Sounds: The curriculum encourages children to explore how sounds can be produced in different ways, enhancing their understanding of musical composition.</p> <p>Exploring Pitch: Children learn to identify and describe pitch, which is crucial for developing their musical vocabulary and understanding the emotional depth of music.</p> <p>Exploring Notation: The curriculum includes activities that help children compose simple sound sequences and follow musical instructions, fostering their creativity and musical literacy.</p> <p>These elements are designed to help children develop a lasting love of music and enjoyment in singing, while also nurturing positive behaviours such as communication, collaboration, and respect for others. The curriculum's flexibility allows teachers to adapt lessons to suit their classes and their musical interests, ensuring that every</p>

child has the opportunity to engage with music in a way that resonates with them.

**Subject: French**

Topic	Vocabulary	Knowledge / Skills
—	<ul style="list-style-type: none"> <li>• professeur (m)</li> <li>• professeure (f)</li> <li>• médecin (m/f) coiffeur (m)</li> <li>• coiffeuse (f)</li> <li>• fermier (m)</li> <li>• fermière (f)</li> <li>• soldat (m/f) coureur</li> <li>• automobile (m)</li> <li>• coureuse</li> <li>• automobile (f)</li> <li>• dentiste (m/f)</li> <li>• les métiers</li> <li>• jobs</li> </ul>	<ul style="list-style-type: none"> <li>• aviateur (m)</li> <li>• aviatrice (f)</li> <li>• moniteur de</li> <li>• ski (m)</li> <li>• monitrice de</li> <li>• ski (f)</li> <li>• artiste (m/f) pompier (m/f)</li> </ul> <ul style="list-style-type: none"> <li>• recognise the difference between English and French future tenses;</li> <li>• ask how to spell a word in French</li> <li>• name the accents on French alphabet letters</li> <li>• substitute vocabulary to change a sentence</li> <li>• orally make a short personal presentation..</li> </ul>

**Art, Geography,**

Taught Spring 1,

# Subject: Computing

Topic	Vocabulary	Knowledge / Skills	
Coding	<p><b>Abstraction</b> A way of decluttering and removing unnecessary details in order to code the main task of the program.</p>	<p><b>Event</b> Something that happens in a program that causes a block of code to be run. Events include 'When Clicked', 'When Key' and 'When Swiped'.</p>	<p>To understand some ways that code can be simplified so that it is easier to read and runs more efficiently.</p> <p>To program a computer simulation using 2Code.</p> <p>To know what decomposition and abstraction are in Computer Science.</p> <p>To understand what a function is and how functions work in code.</p> <p>To understand what datatypes are and how they are used when coding with variables.</p> <p>To read code, predict outcomes and identify and fix bugs.</p>
	<p><b>Action</b> A type of command which causes an object to alter its behaviour. Actions could be used to move an object or change a property.</p>	<p><b>Flowchart</b> A diagram that uses specifically shaped, labelled boxes and arrows to represent an algorithm.</p>	
	<p><b>Algorithm</b> A precise, step-by-step set of instructions used to solve a problem or achieve an objective.</p>	<p><b>Function</b> A named group of commands that a program can run when called by name, reducing the need to rewrite code repeatedly.</p>	
	<p><b>Coordinates</b> Numbers which determine the position of a point, shape or object in a particular space.</p>	<p><b>'if' statement</b> A computer uses an 'if' statement to decide which bit of code to run. If a condition is true, then the commands inside the block will be run.</p>	
	<p><b>Concatenation</b> The action of linking things together in a series.</p>	<p><b>'if/Else' statement</b> A conditional command. This tests a statement. If the condition is true, then the commands inside the 'if block' will be run. If the condition is not met, then the commands inside the 'else' block are run.</p>	
	<p><b>Datatype</b> Defines the type of data, for example, a number or text, and what operations can be done with it.</p>	<p><b>Initialize</b> Setting the starting value for a variable.</p>	
	<p><b>Decomposition</b> A method of breaking down a task into manageable components. This makes coding easier as the components can then be coded separately and then brought back together in the program.</p>	<p><b>Nesting</b> When coding commands are put inside other commands. These commands only run when the outer command runs.</p>	

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