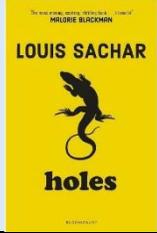


## Overview Spring 1 2026

### Text Holes



### Home Learning

Read to an adult 4 times a week

Spelling sheet

TT rockstars

### Literacy

#### Holes

- Diary Writing
- Recount
- Various spelling patterns
- Comprehension skills

### Maths

Y5

- Multiplication and division
- Fractions

Y6

- Fractions
- Ratio
- decimals

**Subject: Science**

| <b>Topic</b>                | <b>Vocabulary</b> | <b>Knowledge / Skills</b>  |
|-----------------------------|-------------------|--|
| <b>Separating Materials</b> | Separation        | <p>In this unit children will learn about the separation techniques of filtering, sieving and evaporation. They will use sieves to separate materials of different sizes. They will learn that some substances (such as candyfloss) dissolve in water whilst others (such as dried herbs) do not. They will learn that they can separate a dissolved solid from a solution through evaporation of the liquid. They will consolidate and apply their knowledge of the properties of solids, liquids and gases by separating different mixtures.</p> <p>Working Scientifically, children will formulate their own question about dissolving before planning how they will answer it, predicting possible outcomes and carrying out a fair test. They will record their results in a table and graph and interpret the results using evidence to support or refute their predictions.</p> |
|                             | Mixture           |  |
|                             | Solution          |  |
|                             | Solvent           |  |
|                             | Solute            |  |
|                             | Filtration        |  |
|                             | Evaporation       |  |
|                             | Distillation      |  |
|                             | Magnetism         |  |
|                             | Sieving           |  |
|                             | Density           |  |
|                             | Decanting         |  |
|                             | Chromatography    |  |
|                             | Physical change   |  |
| Chemical change             |                   |  |

**Subject: Religious Education (RE)**

| Topic   | Vocabulary   | Knowledge / Skills  |
|---|--|---|
| <p><b>What can be done to reduce racism?<br/>(Christians, Muslims, non-religious world views<br/>eg. Humanist).</b></p> | <ul style="list-style-type: none"> <li>• Fairness</li> <li>• Prejudice</li> <li>• Racism</li> <li>• Ethnicity</li> <li>• Justice</li> <li>• Tolerance</li> <li>• Sensitivity</li> <li>• Acceptance</li> </ul> <p>Specific religions:</p> <ul style="list-style-type: none"> <li>• Islam, Judaism, Christianity, Hinduism, Buddhism and Sikhi</li> <li>• Non-religious world views</li> </ul> | <p>Anti-racist RE explores beliefs, identities, values and commitments in religion and worldviews in ways that challenge and confront racism, aiming to reduce prejudice.</p> <p>Contributions to spiritual, moral, social and cultural development of pupils</p> <ul style="list-style-type: none"> <li>▪ Opportunities for spiritual development come from developing attitudes of open minded and courageous engagement with different views and questions of justice</li> <li>▪ Opportunities for moral development come from thinking about fairness and considering religious and moral teachings about the rights of all and the importance of accepting difference and seeking justice</li> <li>▪ Opportunities for social development come from developing an appreciation of the ways in which diversity enriches human life and racism damages people’s lives</li> <li>▪ Opportunities for cultural development come from appreciating the wide and global range of cultures in our county and region, and particularly in recognising the splendour of minority ethnic cultures and diverse religions.</li> </ul> |

**Subject: Geography**

| Topic               | Vocabulary              |  | Knowledge / Skills   |
|---------------------|-------------------------|--|--|
| Changing Landscapes | <b>acidic</b>           | A chemical substance, usually a liquid, which reacts with other substances to form salts. Some <b>acids</b> burn or <b>dissolve</b> other substances that they come into contact with. | <p>In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work.</p> <p>Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years.</p> <p>Using an online database of photographs, children can explore how landscapes change.</p> <p>In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.</p> |
|                     | <b>border/ boundary</b> | The outer part or edge of a region or country that divides it from another.  |  |
|                     | <b>deposition</b>       | When material/sediment is moved and dropped off in a different place.  |  |
|                     | <b>dissolve</b>         | When a solid substance mixes with a liquid to make a solution.   |  |
|                     | <b>erosion</b>          | When natural materials are worn away and transported to a different place.   |  |
|                     | <b>weathering</b>       | The process of wearing away rocks by the weather.  |  |

**Subject: PE**

| Topic     | Vocabulary       |   | Knowledge / Skills   |
|-----------|------------------|---|--|
| Boxercise | Guard            | A defensive stance with the hands raised in front of the face to protect from attack.   | <p data-bbox="1120 231 2154 263"><b>What skills will students learn? (Disciplinary Knowledge)</b></p> <ul data-bbox="1176 279 2128 598" style="list-style-type: none"> <li>• Pupils will learn what a guard is and will stand consistently in this position.</li> <li>• Pupils will understand how to perform a cross jab with a kick, upper cut and a hook. They will then be able to apply these to music.</li> <li>• Pupils will learn how to perform a range of combinations and then apply these within a routine.</li> <li>• Pupils will understand why a guard is important and will only perform boxercise moves within a lesson.</li> </ul> <p data-bbox="1120 614 2154 646"><b>What key knowledge will be taught? (Substantive Knowledge)</b></p> <ul data-bbox="1176 662 2128 933" style="list-style-type: none"> <li>• The children will understand the importance of breathing and how it can help support their activities.</li> <li>• Children will work in collaboration with others to support their routines and apply their new learning.</li> <li>• The children will understand how to evaluate their routines and movements with improvements for the future.</li> </ul> |
|           | Combinations     | A series of punches in quick succession meant to test the reflexes of the opponent.   |  |
|           | Jab              | A quick sharp blow with the fist.   |  |
|           | Hook             | A short swinging punch made with the elbow bent and rigid.  |  |
|           | Uppercut         | A punch delivered with an upwards motion and the arm bent.  |  |
|           | Aerobic exercise | Type of activity that gets your heart rate up and keeps it up for a sustained period. It is important for overall health, as it can help to improve cardiovascular fitness, strengthen the heart and lungs. |  |
|           |                  |   |  |

**Subject: PSHE**

| <b>Topic</b>  | <b>Vocabulary</b>   | <b>Knowledge / Skills</b>   |
|---------------|---|---|
| Money Matters | <p>Spending: The act of using money to purchase goods and services.</p> <p>Investing: The process of using money to earn a return, often through interest, dividends, or other forms of investment.</p> <p>Wealth: The total value of assets owned by an individual or group.</p> <p>Financial Wellbeing: The state of having enough money to meet basic needs and enjoy life.</p> <p>Emotional Impact of Money: The way money can affect our emotions, causing feelings of calm, security, worry, or stress.</p> | <p>Learning:</p> <ul style="list-style-type: none"><li>• Understand how finance plays an important part in people's lives.</li><li>• Understanding about being a critical consumer.</li><li>• Developing an understanding of the concepts of interest, loan, debt and tax.</li><li>• Identifying how resources are allocated and the effects on individuals, communities and the environment.</li><li>• Developing enterprise skills.</li><li>• Critiquing how social media presents information.</li><li>• Recognising and managing dares.</li></ul> |

**Subject: Art**

| Topic  | Vocabulary         |               | Knowledge / Skills   |
|--|--------------------|---------------|--|
| <b>Mixed Media Landscapes and Cityscapes</b> | Landscape,         | Share,        | Key concepts: <ul style="list-style-type: none"> <li>• That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city scapes.</li> <li>• That artists often work outside (plein air) so that all their senses can be used to inform the work.</li> <li>• That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”.</li> <li>• We can share our artistic discoveries with, and be inspired by each other.</li> <li>• We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough.</li> </ul> |
|  | Cityscape,         | Crit          |  |
|  | Working from Life, | Similarities, |  |
|  | Mixed Media,       | Differences,  |  |
|  | Senses,            | Reflect,      |  |
|  | Spirit,            | Respond,      |  |
|  | Energy,            | Articulate,   |  |
|  | Capture,           | Feedback,     |  |
|  | Composition,       |               |  |
|  | Format             |               |  |
|  | Present,           |               |  |

**Dt, History, French, Music**

Taught Spring 2,