

# Year 5 Overview Spring 2026

	In class your child will....	At home you could.....
<b>Science</b>		
<b>Properties and Changes of Materials</b>	<p>Learn about solids, liquids and gases and their properties.</p> <p>Explore what happens when solids and liquids are mixed.</p> <p>Learn about reversible changes including the processes associated with water changing state and explain the water cycle.</p> <p>Learn about irreversible changes such as baking, burning and dissolving.</p>	<p><i>Compare the mass of a can of Coke and a can of Diet Coke. Why do you think this is? Listen to RSC podcasts about kitchen chemistry <a href="https://edu.rsc.org/primary-science/solids-liquids-and-gases-primary-science-podcasts/2347.article">https://edu.rsc.org/primary-science/solids-liquids-and-gases-primary-science-podcasts/2347.article</a></i></p> <p><i>Talk about evaporation and condensation around the house (e.g. steam from the kettle in the kitchen and foggy mirrors in the bathroom).</i></p> <p><i>Create your own cloud in a glass using the instructions from the Met Office <a href="https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/experiments/cloud">https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/experiments/cloud</a></i></p> <p><i>Bake a cake and discuss how this is an irreversible change.</i></p> <p><i>Challenge your family: who is the quickest to make a jelly? What conditions speed up the process?</i></p>
<b>Computing</b>		
<b>Webpage design</b>	<p>Comment on the features and layout of a webpage. Create a new webpage with a chosen layout and format text in the webpage. Independently search for images that can be used in documents. Publish and share the webpage they have created.</p>	<p><i>Create some questions about your chosen topic to search in Google. Eg. "Where is the world's highest mountain?"</i></p> <p><i>Change them into statements with a blank. Eg. "The world's highest mountain is in *."</i></p> <p><i>Search both and see which gives the better search results.</i></p> <p><i>Think of an interesting way to record and compare the search results. Eg. Table? Graph? Poster?</i></p> <p><i>Record at least 3 of the interesting facts you have found out!</i></p> <p><i>Google Pages is a free online tool for webpage design; try it out at home.</i></p>
<b>Private and Personal Information / Our Online Tracks</b>	<p>Learn the difference between private and personal information, considering what is safe to share online.</p> <p>Begin to understand their 'digital footprint' and what is recorded online.</p>	<p><i>Continue to support your child in their use of online tools and media.</i></p> <p><i>Visit the school website and refer to the Willand Word for up-to-date information to support you with this.</i></p>
<b>Religious Education</b>		
<b>What does it mean for Christians to believe that God is holy and loving?</b>	<p>Discuss the Christian view of God as holy and loving through the exploration of stories from the Bible.</p> <p>Explore how the design and construction of cathedrals demonstrates Christian attitudes towards God.</p> <p>Explore the use of both traditional and modern songs as part of Christian worship.</p>	<p><i>Christians may create music or construct special buildings to demonstrate their feelings about God, but how would you show your feelings about someone you loved? Design a house or garden for someone you love or write them a song or poem to convey your feelings.</i></p>
<b>Why is the Torah important to Jewish people?</b>	<p>Identify and explain Jewish beliefs about God.</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p>	<p><i>Watch the videos about Shabbat (<a href="https://www.bbc.co.uk/bitesize/topics/znwhfq8/resources/1">https://www.bbc.co.uk/bitesize/topics/znwhfq8/resources/1</a>)</i></p> <p><i>Write a diary entry as if you are a Jewish child celebrating Shabbat.</i></p>

Geography		
<b>Mountains</b>	Investigate places in the UK, Europe and further afield that share a similar physical environment. Use maps, atlases and globes to describe features. Use grid references to build their knowledge of the wider world.	<i>Create a model of a mountain range and bring it in to show your teacher. Research which mountain has the highest peak and where is it located in the world. Find out what the weather is like in a mountainous area. Create a fact file for a mountain range in the UK or a place you have visited.</i>
Art		
<b>Landscapes: David Hockney</b>	Explore the work of David Hockney. Use different media to draw landscapes, including the iPad. Explore drawing using different perspectives.	<i>Draw what you can see out of your bedroom window. Choose an item that is special to you and complete an observational drawing. Create a collage that shows what Devon means to you.</i>
Design Technology		
<b>Textiles: Making a Misfit Animal</b>	Children will design and make their own 'misfit animal' using recycled materials. They will select and use materials according to their functional properties and aesthetic qualities. They will use tools to cut, shape, join and finish. Finally, the children will evaluate their product against their original design criteria.	<i>Bring in some fabric from home (an old T-shirt or pair of socks is ideal, or something fluffy) Practise your sewing skills. Make some clothes for a toy, a bag, face mask or decoration. How many different types of stitch can you use?</i>
Music		
<b>Enjoying Musical styles</b>	Children will listen to and appraise a variety of different musical styles. They will explore the use of texture to make music interesting. They will learn how voices and instruments combine to create texture in music. They will learn to sing a range of songs and play the glockenspiels to accompany them.	<i>Listen to a range of different styles of music and take note of the use of texture. How has the artist/composer used texture to make the music more interesting?</i>
<b>Battle of the Bands</b>	Children will listen, sing, play, improvise, compose with pop, romantic, 20 <sup>th</sup> and 21 <sup>st</sup> century orchestral and R & B music. They will explore the social question 'How does music connect us with the environment?' They will perform in small groups and as a whole class.	<i>Go for a walk and listen for a range of different sounds in the environment. How do the sounds change depending on where you are and what time of day it is?</i>
Personal, Social and Health Education		
<b>Dreams and Goals</b>	What they would like to be when they are older (their dream lifestyle). Investigate jobs and careers and what would be needed to achieve these. Understanding the dreams and goals of young people from other cultures.	<i>Discuss jobs and careers that friends and family have. Are they happy in their job/career? What did they need to do to achieve their dream job?</i>
<b>Healthy Me</b>	Learn about some of the health risks of tobacco and alcohol. Learn some basic first aid procedures and consider how to keep themselves safe. Reflect on body image and its portrayal in the media. Understand how to make healthy food and lifestyle choices.	<i>Get your child involved in choosing and making a healthy meal at home. Discuss with your child how healthy / unhealthy choices are portrayed in the media. Allow your child to practise their first aid skills on you at home and talk about when they might need them.</i>

Physical Education		
<b>Dance</b>	Our "Dance Through the Ages" PE unit explores key dance styles from different historical periods, fostering creativity, coordination, and cultural understanding. We will study and perform dances such as Ceilidh, The Lindy hip-hop, and contemporary styles, learning their historical significance and key movements. Each session emphasises rhythm, teamwork, and expression while encouraging students to adapt and choreograph sequences. This unit promotes physical fitness, artistic development, and an appreciation for dance as a dynamic form of storytelling and cultural heritage.	<p><i>To develop skills:</i>  <i>Practise jumping, twisting and landing in control.</i>  <i>Host a kitchen disco.</i></p> <p><i>To be inspired:</i>  <i>Watch any professional dance you are able to and discuss the performances you see.</i></p>
<b>Gymnastics</b>	Create a phrase that will include a range of gymnastic actions, balances and jumps that demonstrates change of level, speed and direction. Adapt the routine to incorporate levels and apparatus. Perform the sequence to peers.	<p><b>To develop skills:</b> Do stretches to increase flexibility and control. Practise holding balances. How many one, two or three point balances can you create?  <b>To be inspired:</b> Watch British Gymnastics on TV (the British Championships for Artistic Gymnastics are taking between the 14th-17th March).</p>
Modern Languages		
<b>French: Les Vêtements</b>	In this unit the children will learn how to: Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.	<p><i>Play some games to practise the vocabulary for these topics.</i>  <i>Go to the website <a href="https://www.lanquageangels.com/schools/">https://www.lanquageangels.com/schools/</a></i>  <i>Click on 'LOGIN'</i>  <i>Select 'PUPIL LOGIN'</i>  <i>Username : Willand5C Password : WillandPupil</i>  <i>Or Username : Willand5S Password : WillandPupil</i>  <i>Click on 'Games' and then 'Level 3'</i>  <i>Then select our topic 'Les Vêtements'.</i></p> <p><i>Remember not to play the games until the vocabulary has been introduced in class!</i></p>
<b>La Date</b>	In this unit the children will learn how to: Recognise and recall the 7 days of the week in French. Recognise and recall the 12 months of the year in French. Recognise and recall numbers 1-31 in French. Ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?) in French. Ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) in French.	<p><i>See the instructions above to play the games for this topic.</i>  <i>After clicking on 'Level 3' select the topic 'La Date'</i></p>