



**Class: Chestnut  
Term 3, 2025 – 2026**

**English:**  
**Reading** – vocabulary, fluency and comprehension skills activities based on The Explorer by Katherine Rundell.  
**Writing** - this term, the children’s work will be based on ‘Shackleton’s Journey’ by William Gill. The children will use Y5 grammar and punctuation to write a range of texts including setting descriptions, poetry, dairy entries and letters. They will also take part in a class debates and discussions about Shackleton and his crew’s journey.  
**Spellings** – Words ending in '-able' where the 'e' from the base word remains, words that are adverbs of time, words with suffixes where the base word ends in '-fer and words with silent letters.

**Maths:**  
**Fractions (A) continued**  
 - Add and subtract fractions with the same denominator  
 - Add and subtract fractions within and greater than 1  
 - Add and subtract mixed numbers  
**Multiplication and division (B)**  
 - Multiply up to 4-digit numbers  
 - Short division  
 - Divide 4-digit numbers by a 1-digit number  
 - Divide with remainders

**Computing: Creating media- Stop motion animation**  
 -Create a toy with simple images with a single movement.  
 -Create a short stop motion with small changes between images.  
 -Think of a simple story idea for their animation then decompose it into smaller parts to create a storyboard with simple characters.  
 -Make small changes to the models to ensure a smooth animation and delete unnecessary frames.  
 -Add effects such as extending parts and titles.  
 -Provide helpful feedback to other groups.

**Geography: Sow, Grow and Farm**  
 This project teaches children about the features and characteristics of land use in agricultural regions across the world. They will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face. They will learn about the benefits of eating seasonally and about the pros and cons of importing food. They will also learn about world farming and how the different climate zones affect where different foods can be grown.

**French – At the market**  
 In this topic, Chestnut class will learn about:  
 Healthy eating  
 I can: recall the names fruits and vegetables; talk and write about fruits and vegetables; and take part in a class survey about favourite fruits and vegetables.  
 Going to the market  
 I can: ask for the price of a fruit or vegetable; and participate in a simple shopping conversation.  
 Fruit Salad recipe  
 I can understand and use instructions to make my own recipe.

**RE: People of God**  
 The focus of this project is the story of Moses’ life. Children will be able to make connections between the story of Moses and the concepts of freedom and salvation, using theological terms taught throughout. We will discover ways in which some Christians put their beliefs into practice by trying to bring freedom to others.

**Art: African Pattern**  
 In Art, the children will be exploring African patterns across various mediums. The learning will focus in on a type of patterned cloth found in Ghana called Adinkra cloth. The children will explore the meanings of the Adinkra symbols and how Adinkra cloth is traditionally made.

**PSHE – Dreams and goals**  
 This project focuses on aspirations, how to achieve goals and understanding the emotions that go with this. Children will investigate different jobs and careers and consider the steps they may need to follow to reach these. We will also be looking at the dreams and goals of different people in other cultures and then consider what we can do to support one another and rally support.

**Science: Human reproduction and ageing**  
 This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.

**PE (Indoor): Gymnastics**  
 The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence.

**PE (Outdoor): Forest school**  
 Forest School sessions provide opportunities for pupils to develop self-awareness, self- confidence, form positive relationships and develop strategies to take risks within the boundaries of safety. The children will learn about the forest school environment and practice new skills using tools and woodland materials.