

# YEARS 5 & 6 LEARNING OVERVIEW

Spring 2026



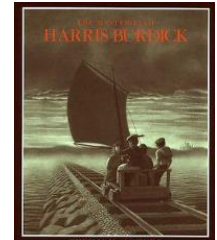
## Grammar & Spelling

These are the grammar and spelling rules/patterns that your child will be taught during the Spring term. If you would like, you are more than welcome to work with them at home:

Year 5 and 6		
Spelling pattern or rule	Examples of words	Grammar Focus
-tion, -sion, -ssion, -cian	expression, mansion, electrician	<b>Tenses</b> - <i>past, present, future, progressive, perfect tense.</i>
-cial, -tial	special, potential, ,	
-ous	joyous, outrageous, glorious	<b>Punctuation</b> - <i>capital letters, full stops, commas, apostrophes, brackets, dashes, colons and semi-colons.</i>
Suffixes -er, -ed, -ing, -ly, -ful, -ness, -less	helper, helped, helpful, helping, hopeless, hopelessness, slowly	
Prefixes re, mis, pre, de, un, anti, sub	rewrite, unopen, misplace, subway, ant-clockwise, defrost,	
-ible, -able	irresistible, responsible, irritable, possible, reasonable, loveable.	<b>Standard English/ formal and informal.</b>
ough	thought, though, through, bough, tough	

## BOOKS

In English, we will be reading:



A reminder that your child will have their home reading books checked once a week.

## MATHEMATICS

During maths lesson this term, your child will be looking at:

YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Fractions</li> <li>• Decimals and percentages</li> <li>• Area and Perimeter</li> <li>• Graphs and Tables</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals</li> <li>• Percentages</li> <li>• Ratio</li> <li>• Algebra</li> <li>• Measures</li> </ul>

Your child will be developing their mental maths by practising:

**Year 5:** To continue practising and using times table facts up to 12 x 12, use formal written methods for addition, subtraction, and learn how to use long multiplication. The children will also use a bus stop method for division and to interpret the remainders. Children will be learning to add and subtract fractions with different denominators.

**Year 6:** To continue to use known numbers to calculate across the 4 operations including decimal numbers, formal written methods and to multiply and divide whole and decimal numbers by 10, 100 and 1,000 and calculate with using all four operations with fractions.

Please feel free to support your child at home. Remember, we have whole-school access to **TT Rockstars**

**LOVING, GROWING and SUCCEEDING TOGETHER**

# WIDER CURRICULUM

SKILLS & KNOWLEDGE THAT WILL BE TAUGHT	
<b>SCIENCE</b>	<p><b><u>Evolution and Inheritance</u></b></p> <p>Identify how plants and animals are adapted to their environment.            Explain natural selection and how it may lead to evolution.            Explain Charles Darwin's theories on evolution.            Explain natural selection and how it may lead to evolution            Recognise genetic traits and characteristics that are possible to inherit or those which aren't.            Understand that fossils can tell us about evolution.</p>
<b>RE</b>	<p><b><u>What does it mean if God is holy and loving?</u></b></p> <p>To read and compare biblical texts with Christian views of God.            To look at the features of a church and decide whether it shows holy or loving.            To investigate Christian worship and how the message of God is spread within songs.            To reflect on learning and thinking about how we can lead a good life.</p> <p><b><u>Buddhism and Sikhism Study</u></b></p> <p>To investigate what it is to follow Buddhism and Sikhism.            To make comparisons between Buddhism, Sikhism and Christianity.</p>
<b>HISTORY</b>	<p><b><u>What impact did the Vikings have on the Anglo Saxons in Britain?</u></b></p> <p>To learn what life was like in Britain in the 8<sup>th</sup> Century            To understand how and why the Vikings arrived in Britain.            To understand what Viking life was like.            To understand how the Anglo Saxons responded to the Viking settlers.            To understand what the Danelaw was</p>
<b>GEOGRAPHY</b>	<p><b><u>What are the different biomes around the world and climate belts?</u></b></p> <p>To name and locate the main climate zones of the world            To explain and describe the main biomes of the world            To describe the biome that we live in.            To describe the rainforest biome and compare it to our own.            To describe the tundra biome and compare it to our own.</p>
<b>COMPUTING</b>	<p><b><u>Digital Science – Sensing Movement- Micro:bits</u></b></p> <p>To create a program to run on a controllable device            To explain that selection can control the flow of a program            To update a variable with a user input            To use a conditional statement to compare a variable to a value            To design a project that uses inputs and outputs on a controllable device            To develop a program to use inputs and outputs on a controllable device</p>
<b>Design &amp; Technology</b>	<p><b><u>Electrical Systems- Steady Hand Game</u></b></p> <p>To research and analyse a range of toys.            To understand the components of an electrical circuit in a 'Steady hand game'.            To use a range of tools to make their game.            To design, assemble and evaluate their 'Steady Hand game'.</p>
<b>Life Skills</b>	<p><b><u>Respectful relations</u></b></p> <p>This term the children will be looking and discussing commitment and marriage. They will look at respectful relationships online, how people change behaviour on line and how to be safe and create boundaries. They will also be looking at mental health- how to support their own and others. Within the second half of the half term, the children will explore families and their differences. Also children will discuss how to seek for help when they feel unsafe. Finally they will look at changes within their own bodies.</p>

You can speak to your child's teacher at the end of the school day, or arrange an appointment by speaking to the office staff. Alternatively, you can email Mr Rondeau on [krondeau@st.marks.dudley.sch.uk](mailto:krondeau@st.marks.dudley.sch.uk) or Mrs Smith on [gsmith@st.marks.dudley.sch.uk](mailto:gsmith@st.marks.dudley.sch.uk).