

# Year 5 Topic Web

## Spring 1, 2026



**English:** Our quality text this term is The Man Who Walked Between the Towers by Mordicai Gerstein.

- During our fictional writing we will create a **Quest** story. Using correctly punctuated dialogue, adverbials of manner and similes, metaphors and personification, we will compose wonderful stories.
- Later in the term our non-fiction writing will be a **discussion** on whether Phillippe Petit was right to walk between the towers. Here we will develop our use of modal verbs, causal and contrasting conjunctions as well as embedded clauses.
- Our **guided reading** sessions will continue the exploration of many fiction and non-fiction genres, continuing to use our VIPERS skills to comprehend challenging texts. We begin by exploring 'The Explorer' in detail ahead of next term's writing.

**PE outdoor:** What do I need to know to play competitive games effectively?

This term we are developing our skills to play tag rugby. This includes being able to:

- Understanding how to apply attacking skills to a game situation whilst considering the rules.
- Considering when to run or pass the ball.
- Developing our team skills to be able to delay opponents and stop the opposition from scoring.
- Applying attacking skills to create space and beat a defender.

**PE indoor:** How do I play dodgeball?

Also this term, we will be learning the key skills and knowledge used in dodgeball including:

- Throwing, dodging, jumping and catching
- Learning how to select and apply tactics to the game to outwit their opponent.
- Opportunities to play the game independently and the importance of being honest whilst playing to the rules.

**Maths:** This term we will be exploring **fractions**. This will include:

- Improper fractions and mixed numbers.
- Finding equivalent fractions, comparing and ordering fractions.
- Adding fractions, with a focus on fractions with different denominators and fractions that create improper fractions and mixed numbers.
- Subtraction of fractions, finding common denominators and subtracting mixed numbers and improper fractions.
- Multiplying fractions by whole numbers and multiplying mixed numbers by whole numbers.
- Solving word problems using bar model representations.

**Fluency** will focus on skills and facts that support fractions in particular times tables and multiplication and division facts.

**RE:** What does it mean to be a Muslim in Britain today?

We will be able to make links between the Muslim practice of the five pillars and the Muslim beliefs about God and the Prophet Muhammad.

During our learning we will:

- Understand what the key belief of Muslims are and how this affects their life.
- Explain why prayer matters to Muslims and how Muslims prepare to pray.
- Reflect on how charity is important to Muslims and how charity is important to me.
- Explore why Muslims fast.
- Understand why Muslims want to go on a pilgrimage.



### Science: How do animals and plants reproduce?

This term we will be able to understand and explain plant life cycles and reproduction by:

- Asking questions and setting up simple tests to answer them.
- Observing, gathering and recording data in simple diagrams and charts.
- Planting flowers and chitting potatoes, monitoring their progress and considering the effects different variables have on this.
- Presenting findings from research on encouraging pollination in our school grounds.

### Computing: How do we create a flat-filed database?

This unit looks at how a flat-file database can be used to organise data in records as well as allowing users to order information and answer questions about the data.

The children will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question and present their work to others. This will involve using different and multiple search criteria.

### French: What am I going to buy at the market?

Through native speaker clips, and independent tasks, the children will explore the following content, topics and language:

- Revisit fruits and vegetables
- Count in 10s up to 100
- At the market ask "How much is it?" and answer with a price in Euros
- Understand Euros and centimes
- Ask and answer "Do you have...?" with a fruit or vegetable noun
- To say I have in French using the verb to have (avoir) "J'ai...."
- To say I haven't in French add *n'* and *pas.* : "*Je n'ai pa*
- Take part in market role play
- Read and follow instructions for a fruit salad recipe.

### Other information

**PE kits:** Tuesday and Friday

**Brass:** Thursdays

### PSHE: What are my dream and goals and how might I achieve them?

This unit of work will allow us to think deeply about our dreams and goals for the future including aspirations for occupations as well as comparing our own dream and goals to that of others:

- Different occupations and how one might get into a particular field.
- We will understand that other peoples may have different dreams and goals to us and that we will be respectful of their feelings.
- We will have opportunities to explore stereotypes in different jobs, dreams and goals – At what age do these stereotypes often start from?

### Art: Who was Andy Warhol and how has he influenced our world today?

Through this unit we will learn about the work of Andy Warhol and why he is so famous. We will:

- Sketch and shade objects of different heights to create form and tone.
- Use colour and consider its effect.
- Plan and explore printing with repeating patterns.

### Geography: Where is North America and what are some of the human and physical features of its countries?

Our topic starts with discovering: where North America and many of the countries and capital cities within it are located. We continue with:

- Using globes, maps, atlases and online tools to gather information with a focus on population, time zones, longitude and latitude.
- Comparing the key human and physical features of North America and the UK.
- Comparing New York City with our local area - once again using physical and human geography.

